

DOCUMENT RESUME

ED 288 060

CE 048 960

TITLE Kansas Volunteer Tutor Utilization: Training of Resources. KV-TUTOR. 310-ABE Funded 1984-1985 Volunteer Coordinator Manual.

INSTITUTION Wichita Public Schools, Kans.

SPONS AGENCY Kansas State Dept. of Education, Topeka. Div. of Education Services.

PUB DATE 85

NOTE 183p.; For a related document, see CE 048 961.

PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC08 Plus Postage.

DESCRIPTORS *Adult Basic Education; Adult Reading Programs; *Coordination; Documentation; Interviews; Literacy Education; Motivation Techniques; Personnel Evaluation; Personnel Management; Reading Skills; Recruitment; Staff Utilization; Statewide Planning; Teaching Methods; *Training Methods; *Tutors; *Volunteers; *Volunteer Training

IDENTIFIERS 310 Project; *Kansas

ABSTRACT

This manual is intended to assist volunteer coordinators involved in the Kansas Volunteer Tutor Utilization (KV-TUTOR) project. The first section, which deals with planning, covers management by objectives and a clarification system to test objectives that is denoted by the acronym SMAC (specific, measurable, achievable, compatible). A section on evaluations covers types of assessment, forms, and controls. Methods and job design, responsibility, and recordkeeping are discussed in a section on recruitment and motivation. Techniques and forms of interviewing are examined next. The fifth section is devoted to methods and materials for training volunteer tutors. Guidelines for developing activity summaries and volunteer tutor/student time reports are presented in a section on project documentation. Appendixes include pertinent resource material, vocabulary, and a sample volunteer tutor manual. The tutor manual covers the following topics: poverty, tutor responsibilities, placement procedures, monthly tutoring and attendance calendars, sample individualized learning plans, tax deductions, tax record keeping, characteristics of adult students, the language experience method, sight words, generalizations for extending vocabulary, word patterns, procedures for making speech sounds, speech patterns, duet reading, and pertinent acronyms and service organizations. (MN)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED288060

PROJECT: KANSAS VOLUNTEER UTILIZATION

TRAINING OF RESOURCES

KV - TUTOR

310-ABE FUNDED

1984-1985

VOLUNTEER COORDINATOR

MANUAL

KV-TUTOR DIRECTOR: SANDRA G. SUTTLE
CONTINUING EDUCATION
324 N. EMPORIA
WICHITA, KANSAS 67202

KV-TUTOR PROJECT TRAINER: VIKKI J. STEWART
CONTINUING EDUCATION
324 N. EMPORIA
WICHITA, KANSAS 67202
(316)265-8666

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

D. Baxter

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

CE-048960

TABLE OF CONTENTS

INTRODUCTION

Section A	PLANNING SMAC and MBO
Section B	EVALUATIONS Types of Assessment, Forms, and Controls
Section C	RECRUIT/MOTIVATE Methods and Job Design, Responsibility, Record Keeping Theory, Positive Application, Stroking
Section D	INTERVIEW Techniques, Forms, Screening
Section E	VOLUNTEER TUTOR TRAINING Methods and Material
Section F	PROJECT DOCUMENTATION Activity Summaries Volunteer Tutor/Student Time Reports
Section G	APPENDICES Resource Material Vocabulary Volunteer Tutor Manual (SAMPLE)

"YOU CAN'T BUY WHAT A VOLUNTEER GIVES!"

-JAMES E. ALLEN, JR

U.S. COMMISSIONER OF EDUCATION



ELIMINATE ILLITERACY COMPLETELY

"CITIZENS, YOU ARE ALL BROTHERS, YET GOD HAS FRAMED YOU DIFFERENTLY."

-PLATO

FOREWORD

Most people conjure up a picture of a blue-haired lady in a pink coat handing out visitor passes at the local hospital when they hear the word "volunteer." Volunteers are so much more! They're everywhere and they are involved in our lives everyday.

Imagine for a moment that it's the height of rush hour traffic and you are late. The car that you have nurtured all these years enters a state of depression and commits suicide in the middle of the intersection.

Most of us know that feeling of helplessness and how that fear can immobilize. A comparable paralyzing feeling is felt by some ABE students as they enter an adult learning center. A sense of relief washes over the entire body as a "knight in shining armour" pushes the car to safety. Similarly a volunteer can quell fears and assist in developing a positive learning climate.

A friendly stranger helping in time of distress, or Uncle George tutoring a reading lesson for an ABE student, or someone helping the elderly by organizing an exercise class at a nursing home are all forms of volunteering services. Volunteering simply means to offer time and service.

Volunteerism can be an important element in ABE/GED programs. Volunteerism can foster community support which can sometimes be essential for funding. A volunteer can enrich the quality of learning experiences and influence motivation thus maintaining retention of those students requiring extra help. The volunteer can act as an extension of the instructor and give the one-on-one time needed to the student with special problems or the slow learner. Teaching the illiterate requires alot of time and attention. A volunteer/student relationship can create the bonding needed to build the bridges of communication that will enable a student to succeed in learning to read.

Properly trained, staff supported volunteers can aid with instruction of special needs students, ESL students, and illiterate students, all of which are targeted for help in our programs.

Volunteer support can aid in program expansion, public relations, recruitment of students and other volunteers. Volunteers can also provide clerical and administrative assistance. Volunteers are a valuable resource!!

In a work-a-day world most people greet the mundane tasks awaiting them with emotions ranging from apathy to anger. Imagine doing those chores voluntarily. Volunteers want to participate and most greet each challenge with a positive attitude. They feel good about helping someone. Their "payment" is a smile or seeing the look a student gets when he finally understands, or the muttered "thanks" when he figures out how to trade a "dead" car for a "live" one.

The volunteer is grateful to help. The student and staff appreciate the effort. Volunteers can be the human link in adult education that is worth the time and effort to affect the lives of so many.

Vikki Stewart

Vikki Stewart
KV-TUTOR Project Trainer

PREFACE

We are going to learn how to feed opportunities and starve problems!

Volunteerism--you really can't buy what a volunteer gives. Volunteers are a helping spirit that can manifest itself in the form of a helping hand in a difficult situation or an organized effort to improve the world as we know it. That helping spirit is alive and well and a resource available for the asking. It was once said that nothing can melt such human and social problems faster than the willingness of one individual to involve himself voluntarily in helping another to overcome problems.

Volunteers are a resource that must be carefully managed. The program is a failure if the people are diminished even though the goals are accomplished. Implementing a volunteer program is an exercise in communication. Components in this workshop to help implementation are:

Planning and Evaluating

Recruit and Motivate

Interview (screening/placement)

Relationships (volunteer-staff-student)

Tutor Training

In addition to the above components required for implementation a section on Project Documentation is included.

A volunteer coordinator is a manager and also an enabler of human resources. Volunteers today have a spirit similar to those who helped make this country great. As an extension of existing programs our volunteers will represent change. Change is often threatening to those who are not in on it AND especially to those who are comfortable with existing procedures and values. Sydney Harris, columnist, wrote--
"Our dilemma is that we hate change and love it at the same time; what we really want is for things to remain the same, but get better."

Volunteer coordinators theoretically have several functions and they are planning, organizing, staffing, directing, and controlling.^{1.}

Planning is the structural foundation of the volunteer program. The other functions are built on the foundation and serve to help the organization attain its goals and objectives.

Peter Drucker's book, The Effective Executive, says there are five "habits of mind" that most good executive/managers (volunteer coordinators, too!) possess.

- I. THEY KNOW WHERE THEIR TIME GOES.
- II. THEY FOCUS ON OUTWARD CONTRIBUTIONS.
- III. THEY BUILD ON STRENGTHS, NOT WEAKNESS.
- IV. THEY CONCENTRATE ON A FEW MAJOR AREAS WHERE SUPERIOR PERFORMANCE WILL PRODUCE OUTSTANDING RESULTS.
- V. THEY MAKE EFFECTIVE RATIONAL DECISION. 2.

The effectiveness of a manager also depends on flexibility to respond to varying situations and diverse people. Sometimes as volunteer coordinators it is advantageous to be:

- the leader of the group
- a member of the group
- a teacher
- a decision maker
- a disciplinarian
- a helper, consultant, observer, etc...

REFERENCES

1. Koontz, Harold and O'Donnell, Cyril, Principles of Management, McGraw-Hill, 1955-1968, p.48-50.
2. Drucker, Peter F., The Effective Executive, Harper & Row, 1966, p.23.

P L A N N I N G

Section A

-MBO

-SMAC

PLANNING

Alice in Wonderland asked the Cheshire Cat where the road went. The smiling cat responded "where are you going?" She said she didn't know and the Cheshire Cat replied as he faded from view, "then any road will do."

Taking "any road" could be fatal to a volunteer tutor program. Planning is a way of asking directions with a goal in mind. It is also the bridge that spans the place where we are to where we want to go. Evaluations are an important part of planning and decide ultimately that where we are going is where we originally planned.

An objective is the translation of goals and purposes into definite, measurable targets with standards of performance and achievement for both the organization and individuals. A goal is the ends toward which effort is directed (a mission or purpose).

M B O

Management by Objective (MBO) is one method of planning. This process can be as simple or complex as your program requires. Basically MBO is determining WHO is going to do WHAT, HOW, AND WHEN. Guidelines to aid you in your planning process are:

Step 1. PREPARE

- a. state objectives clearly and specifically;
- b. collect facts, opinions and experience of others; and
- c. consult with EVERYONE who may be involved directly or indirectly.

Step 2. DECIDE

- a. analyze all the information including possible consequences;
- b. develop alternative courses of action;
- c. evaluate alternatives and choose the best suited; and
- d. set standards (criterion).

Step 3. COMMUNICATE

- a. determine all who will be affected by the plan;
- b. select and implement the best method of communicating the plan to them; and,
- c. check to be sure everyone understands and accepts the plan.

Step 4. CONTROL

- a. set check points to evaluate the progress on the plan (e.g. periodic testing of students);
- b. compare actual with anticipated results; and,
- c. take remedial action when necessary (change the current plan or even change plans). ¹.

MBO used in a volunteer program can have positive implications. Jobs that are well-planned (with volunteers involved in the process) can and should be controlled by the objectives and requirement of the job. Evaluations based on the results will free staff of close supervision (a negative feeling sometimes projected by staff regarding volunteers).

S M A C

The first step to success for a program is to identify a purpose of being or goal. Once the purpose has been defined it is then necessary to initiate the process of setting organizational objectives. Sometimes goals are so broad they are confused with objectives. A clarification system to test objectives is SMAC.²

S - is it specific?

M - is it measurable?

A - is it achievable?

C - is it compatible with overall goals and other department objectives?

For practical purposes it is important to be able to translate goals into actions. Goals without plans are just dreams.

To create a climate of achievement and fulfillment for staff and volunteers three ingredients are necessary:

- 1) to have productive "REAL" work;
- 2) to have feedback (evaluations!); and
- 3) to have continuous learning. ³.

Questions that may be helpful to ask especially in the planning stages are:

How many volunteers can we use?

What services will they provide?

What kind of training can we give them?

Who will supervise them?

How many students will they reach?

How much will the program cost?

Remember, without good planning we become like the woman who was lost on the freeway but assured her companion she had nothing to worry about because they were making such good time.

/EXERCISE 1./

Volunteers Bridge The Gap!

The Adult Resource Center (ARC) in Marianbad, Kansas serves approximately 250 adult students each year. ARC employs four full-time teachers, two part-time teachers and one part-time volunteer. Classes are Monday through Friday, 8 p.m. to 5 p.m. and Tuesday and Thursday evenings, 5 p.m. to 9 p.m.

The technical world demands competency in basic education and the need is greater every year. Adults in Marianbad want to continue their education but the budget is already ripping at the seams. What can be done?

FACTS:

Population--Marianbad-12,000 and Marianbad County-30,000; located near large metropolitan community; one county hospital (95-bed); one community college; one high school, one middle school, and five elementary schools; the usual assortment of service clubs (Rotary, Kiwanias, Lions, BPW, Jr. League, Home Ec. clubs, etc.); the usual assortment of service agencies (welfare, council on aging, etc.); entertainment centers (public pool, theatres, game rooms, etc.); etc...

According to the 1980 census 9,000 citizens or 35% of the adult population in Marianbad County has less than a fifth grade education. Approximately one-third are transient migrant workers, factory workers, immigrants and refugees. Another one-third are identified as single mothers/heads of households. The remaining one-third are non-readers.

The ARC utilized a retired elementary teacher to tutor several low-level/non-reader adult students. This experiment proved to be

successful for the ARC and a rewarding experience for the volunteer.

(Develop one goal and one or two objectives for Marianbad's Adult Resource Center. The ARC has just decided to use volunteers in their effort to retain low-level/non-readers. The volunteers will be supervised through a volunteer coordinator--Y O U!!)

SETTING GOALS AND OBJECTIVES

Plans must be carefully developed BEFORE programs are launched.

Guiding

GOALS-the ends toward which effort is directed; where a person/organization wants to go--its mission or purpose.

Philosophy

OBJECTIVES-translation of goals and purposes into definite, measurable targets with standards of performance and achievement for both the organization and individuals (operational goals).

SAMPLE STATEMENT OF PURPOSE:

"The volunteer and Information Center of Boulder County serves the community in two ways. First, the center acts as a clearing house to recruit, screen and place volunteers in Boulder County in the areas of health, education, recreation and welfare. Secondly, the center is an information and referral service for persons or groups seeking to locate available resources in the county. Our motto is 'helping others help' by getting need and resources together in every way possible."

Once you have developed your guiding philosophy (goal(s) the next stage is to establish objectives. Remember to use SMAC (SEE manual, section Planning, page 2). Go beyond WHAT the organization wants to do and include HOW it will be done.

How much will it cost? Make a realistic budget.

Who is to do what tasks? Develop an organizational structure and define appropriate jobs.

When will it be done? Develop a work schedule.

PLAN YOUR WORK AND THEN WORK YOUR PLAN. As you establish objectives please do not overlook the value of examining all alternatives before deciding a map of action for your organization. Sometimes the plan that seems most obvious is not the BEST! Remember that planning is an on-going, constant process. As needs change, volunteers and paid staff change, and communities change your organization must be aware of and responsive to those changes.

IMPORTANT:

Build flexibility into your objectives. Develop short term and long range goals and objectives. Keep in mind that the goals and objectives should be compatible. FYI develop objectives for 1 month--6 months--12 months and then integrate into a long range forecast (plan) of 3 or 5 years. Someone once said "The race goes to the guy who knows where the finish line is and heads for it". Keeping a course flexible so objectives can adjust as conditions change is the key.

TO EFFECTIVELY PLAN GOALS AND OBJECTIVES USE MBO (SEE manual, Planning section, page 1.)

MANAGEMENT BY OBJECTIVES AND RESULTS

- | | | | |
|-----|-----------------------------|-------|--|
| I | Manager & his
work group | ----- | <u>STATEMENT OF ROLE AND MISSION (R&M's)</u>

The job--its overall scope in terms of accountability and contribution:--is & ought to be--what are we and what ought to be--nature and scope of the job. |
| II | Objectives &
Results | ----- | <u>SPECIFIED OBJECTIVES & RESULTS (O&R's)</u>

--what is to be accomplished?
--when is it to be accomplished?
--cost/benefit--\$'s, man-hours, resources? |
| III | Plan of Action | ----- | <u>PLAN OF ACTION--TO ACHIEVE PROJECTED RESULTS</u>

--"How" to do it--program steps
--"Who" to do it--assignments
--"Authority" to do it--delegate
--"When" to start and complete-schedule |
| IV | Review & Improve | ----- | <u>PROGRESS REVIEW & IMPROVEMENT</u>

--Review results--compare achieved to projected results
--analyze variance--nature, extent, cause
--work improvements--opportunities and priorities
--personal development--needs, opportunities, career plans and programs |

/ The above form from The Effective Management
/ of Volunteer Programs by Marlene Wilson /

RESPONSIBILITIES	PROGRAM READINESS	INITIAL OPERATION and PROGRAM STABILIZATION	CONTINUED MAINTENANCE
8-hr Volunteer Coordinator Training Workshop in Wichita Sept. 20-21	2 days 8	0	0
Recruitment A. Develop list of possible tutor sources B. Phone calling and screening	16	4	2
Workshop Planning A. Staff readiness B. ESL	6	0	0
Staff Readiness Workshop	2	0	0
Tutor Training Workshop A. ESL & ARE - record keeping procedures and orientation B. ESL-lesson plan, teaching techniques, etc. C. ARE-lesson plan, teaching techniques, etc.	1 12 4	1 0 0	1 0 0
Student Assignment-Volunteer Coordinator/ Intake Person	0	.75	0
Volunteer Coordinator/Tutor "sand holding" A. Recognition notes to tutors B. Special interstaff relationship development C. Recognition special events	0	6	3
Ongoing Recruitment A. Students B. Tutors	0 0	2 4	0 2
Additional Training - "Buddy System"	0	2	1
Record Keeping A. Periodic checks-tutor record keeping B. Maintain tutor hours	0	2	1
18	49 hours Total hours over X weeks	21.75 hours Weekly	10 hours Weekly

RESPONSIBILITIES

PROGRAM
READINESSINITIAL OPERATION
AND PROGRAM
STABILIZATIONCONTINUED
MAINTENANCE

8-hr Volunteer Coordinator Training Workshop			
Recruitment A. Develop list of possible tutor sources B. Phone calling and screening			
Workshop planning A. Staff readiness B. ESL			
STAFF READINESS WORKSHOP			
TUTOR TRAINING WORKSHOP A. ESL and ABE - record keeping procedures and orientation B. ESL-lesson plan, teaching techniques, etc. C. ABE-lesson plan, teaching techniques, etc.			
Student Assignment-Volunteer Coordinator/ Intake Person			
Volunteer Coordinator/Tutor "STROKING" A. Recognition notes to tutors B. Special inter-staff relationship development C. Recognition Special Events			
Ongoing Recruitment A. Students B. Tutors			
Additional Training "Buddy System"			
Record Keeping A. Periodic checks-tutor record keeping B. Maintain tutor hours/student hours			
	Total hours over X weeks	Weekly	Weekly

REFERENCES

1. Wilson, Marlene, The Effective Management of Volunteer Programs, Volunteer Management Associates, 1976, p. 84-85.
2. Ibid, p. 78.
3. Ibid, p. 63.
4. Management Handbook for Volunteer Programs, LVA, 1984, p. 60.

EVALUATIONS

Section B

-evaluation

-evaluation forms

EVALUATIONS

FEEDBACK, ASSESSMENT, CONTROLS or EVALUATIONS--a rose by any other name--is a "yardstick" or "thermometer" applied to a program to determine if what is done is what was intended. An on-going evaluation enables us to discover and correct problems before they become unmanageable.

A program evaluation is the process of collecting, analyzing and reporting information to help the program develop in the direction of its objectives. MBO and SMAC used in the planning stage should aid in the evaluation process. An evaluation, used as a process of control, contains three stages:

Stage 1: Establish standards (we did this in step 2 of MBO planning!).

Each program will have specific criteria assessed as to its effectiveness in reaching set goals.

Stage 2: Measure performance against standards (step 4 of MBO planning).

Stage 3: Correct deviations from standards and plans. ^{1.}

Evaluations ranging from check-list questions to a more sophisticated assessment depend on program complexity. A few questions suggested in the booklet "Let's Measure Up: A Set of Criteria for Evaluating a Volunteer Program", published by Robert McCreech and the Volunteer Bureau of Boston are:

- Does the volunteer program have complete support and approval of the administration?
- Does the entire staff understand WHY volunteers are being used?
- Are all staff members familiar with the ways in which volunteers are being used and in what areas they will be working?
- Is staff PREPARED as to what to expect of volunteers?

-Are staff responsibilities in regard to the volunteer program clearly defined?

-Is staff time necessary for maintaining a volunteer program taken under consideration? ².

NOTE:

Included in the process of evaluation should be: 1) volunteer tutors; 2) paid staff; and 3) students. The program, volunteer and paid staff performance should be measured against objectives.

We have a plan--are we going where we want to go? If there are problems in the program sometimes an outside evaluative source is needed. Someone who understands volunteer programs and can look objectively at the whole program. If an "outside" evaluator is used, try their suggestions!

As a volunteer coordinator you'll constantly be assessing your program through:

- feedback from paid staff and volunteers
- observation
- comments at meetings
- reports
- statistics
- records

The next few pages are samples of evaluations. The first is an evaluation of the volunteer coordinator-- Y O U --to be done by paid staff and volunteers. The second is an example of a questionnaire for volunteers. Volunteers and paid staff believe that it's nice to know someone cares enough to ask questions! It gives everyone a feeling that they are involved. Third is for volunteers to evaluate the program and fourth, a form evaluating volunteer tutors.

(signed or unsigned, your choice)

DATE: _____

EVALUATION OF VOLUNTEER COORDINATOR

1. Do you feel you receive adequate support from the Volunteer Coordinator?
2. Do you feel you have ample opportunity to have input into the operation of the program?
3. Do you feel decisions regarding yourself and your assignment have been discussed properly and implemented with your approval?
4. Are you satisfied with conditions under which you fulfill your assignments or should there be improvements?
5. Do you feel you have satisfactory opportunities to discuss any problems which occur with the coordinator?
6. Are there any ways that cooperation between coordinator/paid staff/volunteers could be improved?
7. Do you feel decisions are made from a fair and informational view-point as opposed to whim or impulse?
8. Do you feel that the coordinator uses time to the best advantage?
9. Are there any areas relative to the coordinator of the program here-to-fore not covered, about which you would care to comment?

Adapted from an evaluation developed by
Evalyn Lyons of RSVP program in Wichita,
Kansas

NAME

DATE

This questionnaire is not just to make more paperwork for you. It's because we want your frank ideas on the improvement of our volunteer program.

VOLUNTEER REACTIONS TO VOLUNTEER PROGRAM

1. How long have you been in our volunteer program?
2. Please describe briefly your volunteer job(s).
3. Where does your volunteer time go in an average month?
____ hours with adult student
____ hours consulting with paid staff
____ hours in meetings
____ hours filling out reports, paperwork
4. What are the main reasons you joined our volunteer program?
5. What are some of the main satisfactions you're getting from your work?
6. What are some of the main frustrations?
7. What do you see as some of the things that could be improved?
8. What do you see as some of the good things about the whole volunteer program.
9. Please describe any suggestions you may have on useful new jobs volunteers might fill in this program.
10. Any other comments you'd care to make would be most welcome.

Name

Date

(This questionnaire is not just to make more paperwork for you. It's because we want your frank ideas on the improvement of our volunteer program.)

STAFF REACTIONS TO VOLUNTEER PROGRAM

1. How long have you had any sort of contact with the volunteer program?
2. How much time during an average week are you in any sort of contact with volunteers?
3. How do you see your main role in relation to volunteers? (direct supervision; work with same students; help with follow-up, etc.) Please specify.
4. Could the ABE program use more volunteers now? Fewer volunteers?
About the same number of volunteers?
5. How could volunteers do their present jobs better?
6. What jobs, if any, could volunteers usefully perform that they don't do now?
7. Could any jobs volunteers now perform probably be done better or more efficiently using paid staff?
8. What are some of the things you see as particularly helpful in the volunteer program?
9. What are some of the things that could be improved?
10. Any other comments you'd care to make would be most welcome.

adapted from a form developed by
Ivan Scheier, National Information
Center on Volunteers, Inc.

REFERENCES

1. Koontz, Harold & O'Donnell, Cyril, Principles of Mangement, McGraw Hill Book Co., 1955-68, p. 68.
2. Wilson, Marlene, The effective Management of Volunteer Programs, Volunteer Management Associates, 1976, p. 89.

RECRUIT / MOTIVATE

Section C

- recruit
- samples
- motivation
- staff-volunteer relationship
survey
- forms

RECRUIT

- 7 deadly sins
- recruitment
- practices of good listener
- responsibility of program
to volunteer

THE 7 DEADLY SINS OF DIRECTING VOLUNTEERS

1. To recruit a volunteer for a cause--or ask a volunteer to do a job--that you wouldn't do yourself.
2. To worry about the number of volunteers you need to the degree that you sign a person up even if he is not right for the job to be done.
3. To offer volunteers certain opportunities and working conditions and then not deliver.
4. To waste a volunteer's time--ever.
5. To restrict a volunteer's effectiveness by not providing adequate preparation, training, or tools.
6. To ask salaried staff to work as a team with volunteers if you yourself do not have volunteers helping with the responsibilities of your job.
7. To be so concerned with your own job security that you do not stand up and fight for the needs and rights of the volunteers you represent.

(Copied from material reprinted with permission of ENERGIZE, Philadelphia, Pa.)

RECRUITMENT

"WHAT DO WE WANT VOLUNTEERS TO DO AND HOW DO WE FIND THEM"

It's important to consider job design before recruitment. The basic aspect of job design is to recognize that it needs to be carefully interwoven into the total fabric of the organization. Other essential threads are: planning, leadership style, organizational climate, and motivation.

Private industry has found that the best motivator to keep people on the job is the work itself. Volunteers will respond in a like fashion. Recruit by inviting people to respond to the opportunity to volunteer, not by telling them they ought to be concerned and involved. Success can come when citizens are asked to perform a service by either active volunteers or paid staff.

Each volunteer brings with them a unique combination of skills and motivators and recruiting is facilitated as programs understand some of the reasons people volunteer. How to Motivate Volunteers, a handbook published by Goodwill, suggests possible motivators are: Achievement, Power, and Affiliation. For instance:

- the desire to use special knowledge and/or skills.
- the need for a sense of security that results from feeling one's life purpose, meaning, and significance.
- the need to be a part of activities that have neighborhood, community, regional, or national importance.
- the desire for recognition and status.
- the need to feel useful and needed.
- an interest in learning new skills and participating in enjoyable and rewarding activities.
- the desire to gain visibility and skills that will help advancement in employment and social arenas. 1.

Planned recruitment is an active effort to establish a program.

Perhaps if you are lucky you will have a volunteer center in your area. They will be able to assist your cause if given the proper information. If there is no center you may be able to improvise and form a cooperative with other service agencies and community organizations in your area. They will need to be supplied with pertinent information such as: program objectives and needs. They will be able to refer possible candidates to your program and you will be able to reciprocate. The end result is better service to your community through a combined effort.

When making requests of volunteers through other agencies and organizations please be concise. Don't say--"We need volunteers to teach people to read!" Instead say--"Our ABE program needs 5 volunteers to act as tutors for 5 students who are low-level or non-readers. The volunteers will receive tutor training and work for a 4-month period. Enclosed is a job description. Please contact the Volunteer Coordinator at 321-1234, 8 a.m. to 5 p.m. before October 5, 1984. (SMAC)

The best recruitment tool is a combination of a sound volunteer program and meaningful jobs for the volunteers. Some suggestions for recruitment are:

- *Do specific recruitment
- *Have a year-round recruitment plan
- *Utilize a variety of techniques
- *Utilize other service agencies and community organizations
- *Have volunteers, staff and students invite interested persons to become involved

REMEMBER--those who understand the culture and life styles of those you are trying to help make excellent volunteers. Don't neglect blue collar workers, the handicapped, elderly, the young and minorities. You will only be limited by your imagination. Try to keep your mind open and get the

WORD OUT!

Don't rely on any one component to answer your volunteer needs.

There are numerous methods of recruitment. For instance:

1. Newspapers
stories, editorials, letters-to-the-editor, ads, a volunteer opportunity column, pictures of volunteers at work, etc...
2. Direct Solicitation
personal approach, word-of-mouth, etc...
3. Literature
brochures placed in churches, laundry mats, grocery stores, bowling alleys, GED classes, community centers, employment offices, etc...
4. TV and Radio Spots
PSA's, cable information, interviews or talk shows, etc...
5. Posters and Flyers
best placed in libraries, volunteer centers, churches, on bumper stickers, stuffed in grocery sacks, enclosed with bank statements, etc...
6. Presentations
7. Notices of Activities
placed in newsletters, shopping papers, church bulletins, schools, etc...
8. Referrals
a cooperative effort among service agencies, clergy, family, etc...
9. Tours and Open Houses
10. Displays
fairs, libraries, shopping centers, business lobbies, etc...

WALT DISNEY "ANTI-BURNOUT" THEORY

Simply put the Walt Disney "Anti-Burnout" theory encourages supervisors to nurture workers through 4 levels of understanding.

The levels are:

Level I. UNCONSCIOUS COMPETENCE

Knowing how to do something so well it becomes second nature and no longer requires conscience thought.

Level II. CONSCIOUS COMPETENCE

Learning to do it well, but needing to concentrate.

Level III. CONSCIOUS INCOMPETENCE

Knowing what you don't know.

Level IV. UNCONSCIOUS INCOMPETENCE

Being dumb without knowing it. 2.

Recycle volunteers through the four levels to help prevent burnout, high turnover and stagnation. It will allow the volunteer expansion in their job rather than creating the pigeon-hole effect of a one dimensional job situation.

Boundaries (restrictions or limitations) may only exist in our mind. Explore past accepted norms. Don't just look for volunteers among retired teachers. Innovate new ways of reaching potential volunteer tutors. Most people will commit themselves to volunteering when asked if:

- they are given enough information about the program and its purpose
- they are told what is expected of them and how much time will be required
- they can utilize their interest and abilities
- they are given training, specifics and guidance on how to perform assignments
- they receive satisfaction and/or recognition for efforts expended

THE PRACTICES OF A GOOD LISTENER

1. Listens to understand what is meant, not to ready himself to reply, contradict, or refute. This is extremely important as a general attitude.
2. Knows that what is meant involves more than the dictionary meaning of words being used. It involves, among other things, the tone of the voice, the facial expressions, and the overall behavior of the speaker.
3. Is careful not to interpret too quickly but looks for clues as to what the other person is trying to say, putting himself (as best he can) in the speaker's shoes, seeing the world as the speaker sees it, accepting the speaker's feelings as facts that have to be taken into account--whether the listener shares them or not.
4. Puts aside own views and opinions for the time being. Realizes that one cannot listen to himself inwardly and at the same time outwardly to the speaker.
5. Controls impatience, knowing that listening is faster than talking. (The average person speaks about 125 words a minute, but can listen to about 400 words a minute.) The effective listener does not jump ahead of the speaker; but gives him time to tell his story. What the speaker will say next may not be what the listener expects him to say.
6. Does not prepare an answer while listening but wants to get the whole message before deciding what to say in turn. The last sentence of the speaker may give a new slant to what was said before.
7. Shows interest and alertness. This stimulates the speaker and improves performance.
8. Does not interrupt. When asking questions it is to secure more information, not to trap the speaker or force him into a corner.
9. Expects the speaker's language to differ from the way he would say the same thing himself. Does not quibble about words but tries to get at what is meant.
10. Purpose is the opposite of a debater's. Looks for areas of agreement, not for weak spots to attack and blast with an artillery of counter-arguments.

REFERENCES

1. Levin, Stanley, Volunteers in Rehabilitation, Goodwill Industries of America, 1973, p. 13.
2. Wilson, Marlene, Survival Skills for Managers, Volunteer Management Associates, 1981, p. 37.

S A M P L E

- letters inviting participation
- flow chart and letter to teacher
- sample certificate of appreciation
- sample brochure

WICHITA PUBLIC SCHOOLS

Community Education Center

1847 North Chautauqua

WICHITA, KANSAS 67214

September 10, 1984

Division of Curriculum Services
Reading Services Center



DEAR RETIREE:

After several years of public service, you are enjoying a deserved break. Now, you will be able to begin and complete many new and different projects. Hopefully, you are beginning to fulfill many of your lifelong dreams. Retirement is a new dimension to living.

Even though you have just retired, we miss your being a part of public education. There is much for those of us who remained behind to accomplish.

Providing students with a quality education is our #1 priority. You can be a part of this challenge. There are many students in need of the talents that you have to give. Become a School Volunteer.

Volunteers select their assignment, school, day/s and time that they are available. It is fun and rewarding.

Volunteers are needed for the following areas:

Art	Library	Special Education
Clerical	Math Tutors	Spelling
Computers	Reading Tutors	Storytellers
ESL Tutors	Science	Teacher Helpers

If you would like to volunteer, please phone the School Volunteer Office, 268-7846. We need you!

Have a good year.

Sincerely,

Karen

Karen Ware
School Volunteer Specialist
SCHOOL VOLUNTEER PROGRAM

KW:ta

WICHITA PUBLIC SCHOOLS

Dunbar Adult Center
923 Cleveland
WICHITA, KANSAS 67214

Division of Vocational and Continuing Education

September 20, 1984

TO: All Staff

FROM: Jimmy Peppers, Principal JP

Mary Hollowell, Volunteer Coordinator NH

SUBJECT: KV-TUTOR Volunteer Program

As you probably know, Dunbar Adult Center is participating in a volunteer program called KV-TUTOR. Volunteers will be placed only with those of you who have indicated a need/interest in having help in the classroom.

The volunteer program is important to us at Dunbar for several reasons. Theoretically, it will enable us to serve students better and, hopefully, we will see faster progress in the students as their time with individual help increases. It is also an important public relations move to increase public awareness of the positive aspects of education taking place at Dunbar Adult Center. We, as teachers, are the key elements of this program. It is our personal relationship and interaction with the volunteers that is going to carryover to the students and into the community.

When you are introduced to a volunteer, you will know that this person has already:

1. met with Mary Hollowell and has been screened for obvious problem areas in personality, attitude, or intelligence.
2. has had a brief tour of the building, pointing out the parking lot, restrooms, testing center, office, lounge, and kitchen.
3. has been placed with you after considerations of your needs, the volunteer's time availability, and his/her interests.

After the initial contact with you and the volunteer has spent time visiting with you and observing the class, I will follow-up with the volunteer and ask:

1. if he/she is still interested in volunteering
2. for at least a three month committment.

You will also be asked if you want this particular volunteer. In all probability, you might have a similar conversation with the volunteer before he/she leaves your classroom. This middleman position is set up to give each of you an "out". Then, the volunteer will return on a regular basis, or you will be notified otherwise. By the time a volunteer actually begins work in your classroom, you know that he/she has filled out a Volunteer Aide Form and any necessary paperwork, and that the office has started a file including background information, phone number, address, birthday, work/volunteer experience, and interests pertaining to the volunteer assignment and special strengths and talents.

It is important that your volunteer be an asset to you and of benefit to your students. It will be left to your discretion if the volunteer roves offering general help to all students, or if you train the volunteer to work only with a small group or on an individual basis. If for some reason the volunteer is not satisfactory or you have a concern that you cannot resolve, this concern should be expressed in writing to Mary Hollowell. As your needs change for additional or fewer volunteers, please also keep Mary updated with this information.

Your volunteer is expected to:

1. be regular, punctual, and consistent in attendance, and
2. follow your guidelines and planning for the students.

Certain things are expected of you as well. Realize that even though your volunteers may have college educations, they are not teachers. They will need your specific instructions, patience, and guidance until they can work with students independently. It is important for volunteers to hear from you how they are doing - both in the form of praise and an expressed thank you, as well as suggestions for improvement or additional responsibility. Remember that the office has addresses and birthdays on each volunteer for those of you who choose to send notes of any kind.

As with any pilot program, KV-TUTOR is bound to have flaws when implemented. We, as teachers, have direct control of how this program functions and is implemented at Dunbar. By continuing with our flexibility, openness, and teamwork approach, this program should work to our benefit, the community's, and most important, for the student's benefit.

CERTIFICATE OF APPRECIATION

Presented to _____

in recognition of service rendered to
"The Volunteers in Vocational Education"
project at _____

Given this _____ day of _____, 1982.

Director, Vocational Education

Project Coordinator

Executive Director, Career Education

Principal

The problem

Johnny sits alone with his book. His parents aren't reading it to him because they can't read.

Johnny's parents are like thousands of other adults in communities across South Carolina--for various reasons, they never learned the basic skill of reading.

Just imagine what these adults face every day. They can't read a newspaper, a map, labels on grocery store items, instructions on a medicine bottle or a book.

In a world where workers must continually learn new skills to keep up with the rapidly changing job market, these non-reading adults are falling further and further behind.

Because they can't read, they find it difficult, if not impossible, to participate in politics or community affairs. They feel uncomfortable surrounded by a sea of billboards, signs, and books they can't read.

Vicious cycle

The South Carolina Adult Reading Campaign is teaching many adults to read. Between July 1982 and March 1983, more than 3,900 adults were being tutored on a one-to-one basis to learn to read. Each tutor is a concerned, caring individual who has volunteered to teach another person to read.



Many volunteers are working to meet the needs of non-reading adults. Many more volunteers are needed to be trained to tutor adults who are eager to learn.

Illiteracy is a vicious cycle that is hard to break. Not only is illiteracy a barrier to a better quality of life for adults, but it can become a barrier to the children, also.

Children like Johnny are hurting intellectually, socially and economically because they are

unintentional victims of illiteracy. Illiteracy prevents parents from reading to their children or helping them with their homework.

To help children like Johnny claim a hope for a brighter future, we must first help the non-reading parents.

A place for you

If you know someone who wants to learn to read, call toll-free 1-800-922-1109 during business hours. The reading campaign wants to help.

If you can read and would like to be a reading campaign volunteer, call the toll-free number given above. Community organizations,



SAMPLE: Brochure (information, style, format)

businesses and agencies are also invited to join this literacy effort.

We have a place for you.

The South Carolina Adult Reading Campaign is sponsored by the South Carolina Department of Education, in cooperation with the South Carolina Literacy Association, local school districts and local literacy councils.



Call 1-800-922-1109
for more information.

Open a New World



Teach an Adult to Read

South Carolina Adult Reading Campaign
Office of Adult Education
South Carolina Department of Education
Charlie G. Williams, State Superintendent

S.C. Department of Education
An Equal Opportunity Agency

June 1987

South Carolina Adult Reading Campaign

MOTIVATION

- Gestalt picture
- theories
- volunteer viewpoint



MASLOW'S
HIERARCHY
OF
NEEDS



Physiological

the basic physical needs for food, water, air, etc.

Safety

the need to be safe from harm, to have security.

Social

the need for affiliation or closeness with others; to be liked.

Esteem

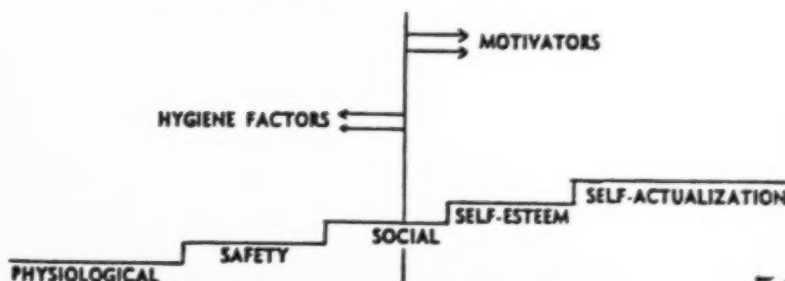
the need to be recognized as a person of value; to be rewarded.

Self-Actualization

the highest need, which Maslow called life's "peak experience." (This level means a person will not be ultimately happy unless he is doing what he is fitted for... "a musician must make music, an artist paint, a poet write... what a man or woman can be, he/ or she must be.") 1.

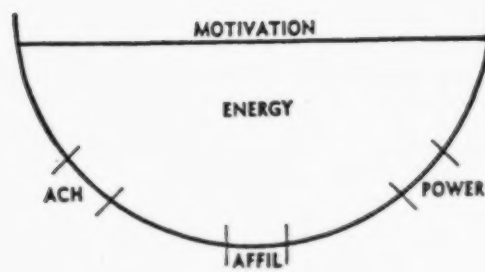
HERZBERG'S MOTIVATION-HYGIENE THEORY

Herzberg's theory believes that things that relate to a person's work environment are hygiene and that the satisfying factors that involve feelings of achievement, professional growth, and recognition that a person can experience in a job that offers challenge and scope are motivators. 2.



Combining Maslow's theory with Herzberg's creates the overlay at left.

The relationship between Herzberg's Motivation-Hygiene Theory and Maslow's Hierarchy of Needs



McClelland and Atkinson "Reservoir" Theory

McClelland and Atkinson identified three distinct motives which affect people's work-related behavior:

-the need for achievement

This person is concerned with excellence and wanting to do personal best; sets moderate goals and takes calculated risks; likes to take personal responsibility for finding solutions to problems; has desire to achieve unique accomplishments; is restless and innovative--takes pleasure in striving; wants concrete feedback.

-the need for power

This person is concerned about reputation or position (and what people think of his power and influence); gives advice (sometimes unsolicited); wants his ideas to predominate; has strong feelings about status and prestige; has strong need to influence others; has strong need to change other people's behavior; often verbally fluent (sometimes argumentative) is seen by others as forceful, out-spoken and even hard-headed.

-the need for affiliation

This person is concerned with being liked and accepted-- interpersonal relationships; needs warm and friendly relationships and interaction; concerned about being separated from other people (is definitely not a loner). ³.

"VOLUNTEER VIEWPOINT"

If you want my loyalty, interests and best efforts, remember that...

1. I need a SENSE OF BELONGING, a feeling that I am honestly needed for my total self, not just for my hands, nor because I take orders well.
2. I need to have a sense of sharing in planning our objectives. My need will be satisfied only when I feel that my ideas have had a fair hearing.
3. I need to feel that the goals and objectives arrived at are within reach and that they make sense to me.
4. I need to feel that what I'm doing has real purpose or contributes to human welfare—that its value extends even beyond my personal gain, or hours.
5. I need to share in making the rules by which, together, we shall live and work toward our goals.
6. I need to know in some clear detail just what is expected of me—not only my detailed task but where I have opportunity to make personal and final decisions.
7. I need to have some responsibilities that challenge, that are within range of my abilities and interest, and that contribute toward reaching my assigned goal, and that cover all goals.
8. I need to see that progress is being made toward the goals we have set.
9. I need to be kept informed. What I'm not up on, I may be down on. (Keeping me informed is one way to give me status as an individual.)
10. I need to have confidence in my superiors—confidence based upon assurance of consistent fair treatment, or recognition when it is due, and trust that loyalty will bring increased security.

J. Donald Philips
President of Hillsdale College
Hillsdale, Michigan

REFERENCES

1. Wilson, Marlene, The Effective Management of Volunteer Programs, Volunteer Management Associates, 1976, p. 43.
2. Ibid, p. 45.
3. Ibid, p. 46-49

STAFF-VOLUNTEER RELATIONSHIP SURVEY

STAFF-VOLUNTEER RELATIONSHIP SURVEY

by Thomas B. Wilson

This survey explores how you feel about different aspects of voluntarism. Its purpose is to provide you with information about staff-volunteer relationships and your job responsibilities. There are no right or wrong answers, simply varying impressions and opinions. In each of the 40 items below there are two statements lettered A and B. You are to choose one which in your opinion is the most important and circle the letter of that alternative. Though in some cases both statements may seem important or unimportant, you are still to select the one more important, from your standpoint at this time.

DON'T SPEND TOO MUCH TIME ON ANY ONE ITEM. YOUR FIRST IMPRESSIONS ARE USUALLY BEST. It is most important that you reflect the way you honestly feel, so the scores will have the most meaning for you. (The masculine pronoun refers to both men and women.)

IT IS MORE IMPORTANT:

1. A That the knowledge and skills of the volunteer be utilized.
B That the standards of performance be maintained.
2. A That we give personal attention to the volunteer.
B That volunteer needs and organizational needs be matched.
3. A That the staff discusses work problems with volunteers.
B That the volunteer be given a precise description of his duties.
4. A That the job get done accurately and completely.
B That the volunteer be allowed to make mistakes and learn by experience.
5. A That paid staff always be available for personal conversation with volunteers.
B That paid staff have time to do the paperwork and functional duties of their jobs.
6. A That paid staff confer with volunteers to see how the job is going.
B That the volunteer seek out paid staff to discuss the job.
7. A That I feel that I am a representative of the organization.
B That my contacts with community leaders be informal.
8. A That the organization concentrate on keeping volunteers happy.
B That the organization concentrate on service to its clients.
9. A That high performance standards be maintained for volunteers.
B That paid staff modify their positions if volunteers show them to be in error.
10. A That a clear, concise and interesting orientation for volunteers be developed.
B That each volunteer learn for himself what he needs to know about the organization.

11. A To develop recruitment materials to attract those volunteers needed by the organization.
B To maintain my personal contacts in the community.
12. A That the volunteer feel that he can come to the agency at any time and have work to do.
B That the volunteer be encouraged to closely adhere to his schedule.
13. A That the volunteer work well alone.
B That the volunteer work well with other people.
14. A That the volunteer be proud of his accomplishments.
B That there be precise instructions on how to do a job.
15. A That the volunteer feel loyalty and dedication to the organization.
B That the organization consider volunteer satisfaction to be its primary goal.
16. A That the volunteer be discouraged from spending much time socializing on the job.
B That paid staff have confidence in the volunteer.
17. A That volunteers be recruited who fit well with current policies and programs.
B That policies and programs be oriented to the skills and needs of the volunteer.
18. A That programs be initiated by the organization that do not require much administration.
B That volunteer and paid staff leadership provide continuity and support for on-going programs.
19. A That the agency's volunteers continue to serve the community when they leave the agency.
B That the volunteer feel a responsibility to fulfill his obligation to the agency.
20. A That the volunteer feel support by paid staff.
B That the volunteer understand his specific duties
21. A That the volunteer have the opportunity to take part in training and other special activities.
B That the volunteer concentrate on his regular job as his primary concern.
22. A That the volunteer feel free to leave the organization whenever his needs and interests change.
B That the volunteer provide effective service long enough to justify the investment in him (time, training, etc.)
23. A That the volunteer job be well-defined and precise.
B That the volunteer job be interesting and creative.

24. A That conflict not be allowed to disrupt the efficient delivery of service.
B That conflict never be openly expressed, because it is disruptive.
25. A That the same standards of performance be expected from volunteers and paid staff.
B That standards of performance not be applicable to the volunteer, since the organization cannot enforce standards.
26. A To introduce the new volunteer to his fellow workers.
B To assign the new volunteer a particular job.
27. A That paid staff and volunteers see each other as co-workers even though their motives are sometimes in conflict.
B That volunteers realize that paid staff usually are more knowledgeable about the organization.
28. A That each department control the tasks and time of its volunteers.
B That the distribution and placement of volunteers in the departments depend on the needs of the total organization.
29. A That paid staff discuss conflicts with volunteers as they develop.
B That paid staff steer clear of volunteers with whom they are angry, so conflict will pass.
30. A That goals and objectives be modified to fit the volunteer manpower available.
B That volunteer work be directed towards the accomplishment of organizational goals and objectives.
31. A That tasks be developed that suit each volunteer's interests.
B That clear job descriptions exist for all jobs.
32. A That paid staff set an example for volunteers to emulate.
B That both volunteer and paid staff try out new ideas and approaches.
33. A That goals and policy be set by paid staff with total organizational perspective and knowledge.
B That volunteers be involved in setting goals and making policy.
34. A That programs be flexible enough to allow for particular volunteer resources and skills.
B That no programs be developed or modified for an individual volunteer, because adjustments are time-consuming for everyone.
35. A That the volunteer need minimal supervision in his job.
B That the volunteer jobs be tasks which require little staff supervision.
36. A That the policymaking group communicate its decisions throughout the organization.
B That information about the needs and problems of the volunteers be gathered by the policymakers.

37. A That we actively seek out new service and program opportunities.
B That we try to staff all current programs with the volunteers they need.
38. A That volunteers work out their problems within their own work groups.
B That the volunteer feel free to express his problems to executive staff, volunteer and paid.
39. A That the volunteer be encouraged not to let emotions affect his work.
B That the volunteer receive support when he feels unhappy.
40. A That paid staff and executive volunteers have a significant amount of contact with direct service and support service volunteers.
B That the executive body of the organization have harmonious working relationships and efficient procedures.

SCORING INSTRUCTIONS:

The instrument may be self-scored by using the Scoring Sheet that follows. To score, follow these steps:

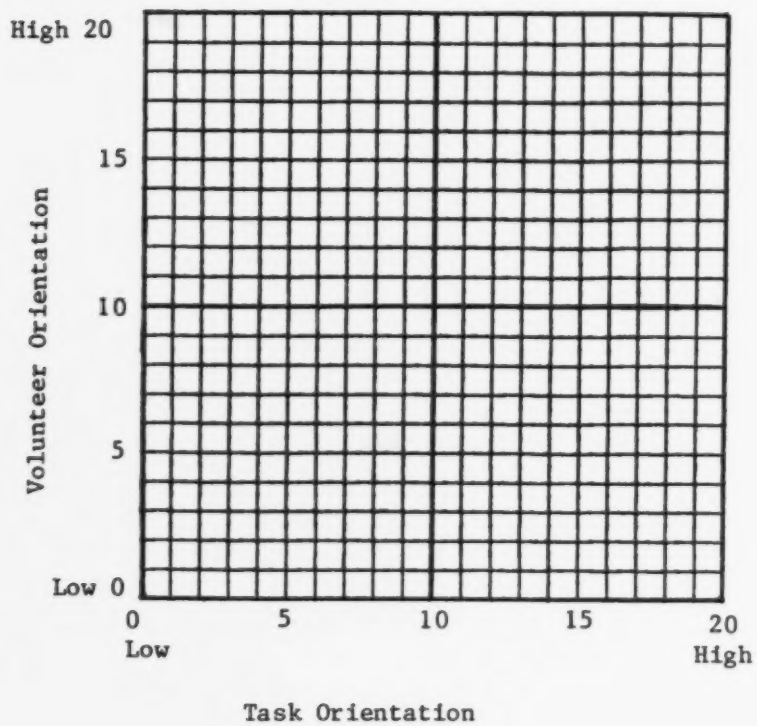
1. You will notice that on the scoring sheet, some item numbers appear under the "Volunteer" column and others are under the "Task" column. Further, only one letter appears on the scoring sheet beside each item number. These are the statement choices in which you will receive points.
2. Everytime an item-statement you circled on your questionnaire appears on the scoring sheet, circle that letter on the scoring sheet. If you selected alternatives which do not appear on the scoring sheet, do not make any marks for that item on your scoring sheet. Hence, you will be tallying only those items and letters where where the answer sheet matches your response.
3. Total the number of items matched (and circled on the scoring sheet) for each column (Volunteer and Task). Enter these totals at the proper space on the bottom of the page.
4. Enter your total tally for each area (Volunteer and Task) in the corresponding box on the summary sheet.
5. Next, plot the scores on the chart on the summary sheet. The Volunteer score should be platted on the left (vertical) scale of the chart. The Task score should be platted on the bottom (horizontal) scale of the chart. You should place a mark on the chart where the Volunteer and Task scores intersect.

SCORING SHEET

Volunteer	Task
1A	2B
3A	5B
4B	7A
6A	8B
9B	10A
13B	11A
14A	12B
16B	15A
19B	17A
20A	18B
21A	22B
23B	24A
26A	25B
27A	28B
29A	30B
33B	31A
34A	32B
36B	35A
38B	37A
39B	40A
_____	_____
_____ TOTALS	_____ TOTALS
_____	_____

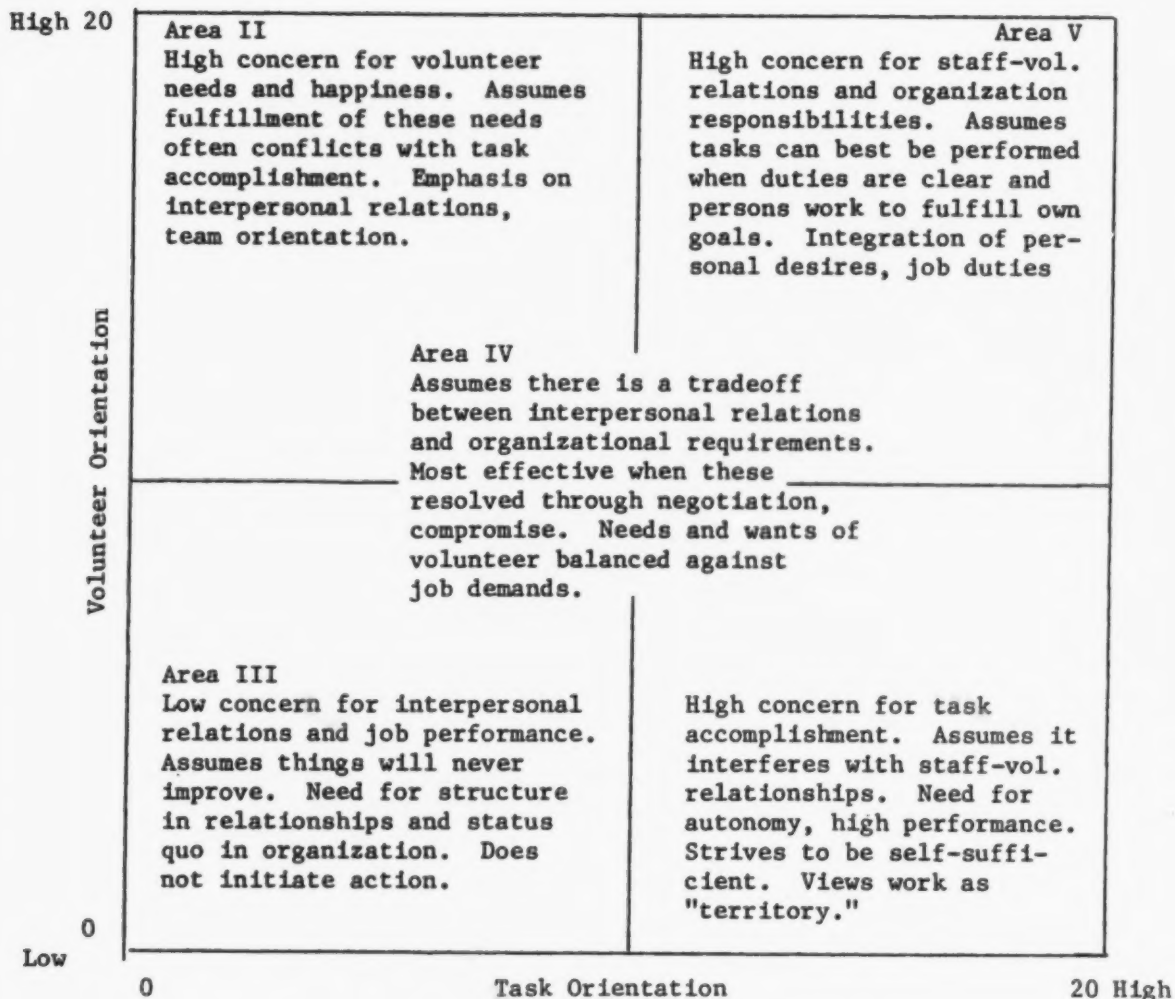
PAID STAFF-VOLUNTEER RELATIONSHIP SURVEY

SUMMARY SHEET



PAID STAFF-VOLUNTEER RELATIONSHIP SURVEY

INTERPRETING YOUR SCORES



ORIENTATION OF RELATIONSHIPS GRID

Based on the model developed by Robert Blake and Jane Mouton (Managerial Grid), the Orientation of Relationships Grid of the Staff-Volunteer Relationship Survey reflects one's orientation as regards staff-volunteer relationships and one's own job responsibilities. By noting where his tallies fall on the Grid, the participant can learn some of his orientations to these two areas, and how they fit together. Awareness of personal assumptions and behaviors is a fundamental element in the learning process; a process directed toward greater individual effectiveness.

F O R M S

- volunteer applications
- volunteer contract
- interest and hobby checklist
- tax record keeping sheet
- sign-in and out sheet
- volunteer schedule
- program monitoring
- time management sheet

VOLUNTEER APPLICATION FORM

Date

NAME: _____

ADDRESS: _____

PH.#: _____ / _____
Home Office

Social Security#: _____

Drivers License#: _____

Date of Birth: _____

Number of Children: _____ Ages: _____

Education: Circle last yr. completed)

Grade 5 6 7 8 High School 9 10 11 12

College 1 2 3 4 Graduate 1 2 3 4

Previous work experience: (Job skills) _____

Are you presently employed? _____ If yes, hours per week _____

Employer's name and address: _____

Special skills, training, interests or hobbies: (crafts, music, drama, etc.)

Previous or present volunteer jobs: _____

What kind of volunteer job are you most interested in at present? _____

Time available for volunteer work:

HOURS PER WEEK _____ Regularly each week _____
yes/no

Any preferred days and hours? _____

OVER FOR COMMENTS:

FOR OFFICE USE ONLY

Date of Interview: _____

Interviewed by: _____

Referred by: _____

COMMENTS: _____

Inactive date: _____

COMMENTS: _____

VOLUNTEER TUTOR APPLICATION FORM

_____ date

Name: _____

Address: _____

Ph.#: _____ / _____
Home Office

Social Security # _____

Date of Birth _____

Education: (Circle last year completed)
Grade 5 6 7 8 High School 9 10 11 12
College 1 2 3 4 Graduate 1 2 3 4

Job skills from previous work experience:

Are you presently employed? _____ If yes,
hours per week _____

Previous volunteer experience _____

Present volunteer job: _____

Time available for volunteer work: _____
(hours per week)

Any preferred days and hours? _____

COMMENTS: _____

FOR OFFICE USE ONLY

Date of Interview: _____

Interviewed by: _____

Referred by: _____

COMMENTS: _____

Inactive date: _____

applicant signature

66

PROGRAM NAME _____

ADDRESS _____

I am willing to fulfill the obligations of an ABE Volunteer Tutor as indicated by my signature below.

from: _____ to _____ (signature)
(date) (date)
_____ to _____ (signature)
(date) (date)

For Office Use Only

_____ signed obligation

_____ signed application

_____ evaluation

all forms to be kept in
volunteer's file.

Inactive _____. Comments: _____

Reassign: _____

yes ____ no ____

(volunteer coordinator)

/INTEREST AND HOBBY CHECKLIST FOR VOLUNTEERS/

A = all the time M = most of the time L = a little N = not at all

WHAT I LIKE TO DO! A M L N COMMENTS:

Reading & Writing					
Taking responsibility					
Speaking to groups					
Meeting new people					
Dancing and singing					
Sorting papers					
Typing					
Fixing machines					
Drawing & Sketching					
Camping					
Swimming & hiking					
Selling					
Making things					
Teaching					
Cooking & entertaining					
Decorating					
Leading a discussion					
Making decisions					
Other: (List or Describe here)					

from: Volunteer Training & Development: A Manual
for Community Groups, New York, Seabury Press,
1968.

ADULT BASIC EDUCATION

VOLUNTEER SCHEDULE

week beginning

location

NAME	ASSIGNMENT	MON.	TUES.	WED.	THURS.	FRI.	COMMENTS :

THINGS TO DO TODAY

Date: _____

PRIORITIZE "TOP" 5 TASKS

Completed

1. _____
2. _____
3. _____
4. _____
5. _____

NAME

Prioritize remaining tasks

Delegate to:

6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

NOTES:

PROGRAM MONITORING & RECORD KEEPING

The volunteer program coordinator should maintain a current record of volunteers participating in the volunteer/tutor program. (See Section G-Program Documentation). Each program will determine the criteria for health standards and liability insurance requirements. A comprehensive record of volunteers who participate in KV-TUTOR can be extremely helpful when it comes time to assess the extent to which volunteers have performed. In this regard, volunteers expect and deserve a performance appraisal conducted at least quarterly. Reviewing the volunteer's progress, needs and accomplishments will enable the volunteer coordinator to manage the program more effectively.

A centralized filing system should be established for volunteer tutor application forms, interview summaries, teacher "request for volunteer" forms, and the volunteer placement records. New, active, returning and inactive volunteer tutor file folders should be maintained separately or at least color coded.

An effective sign-in/out sheet procedure will provide documentation on daily activity. The form should include information pertinent to record keeping e.g., date, name, time-in, time-out, student name, and comments. For tutoring at sites other than the learning center, a similar form can be modified and kept by the volunteer tutor and turned weekly.

Student records are vital for effective management. Students come, go, and return. Some simple system of notating dates of pre-testing, hours of volunteer/student study, achievements, goals, etc. are needed for a smooth transition. Students records may be filed according to needs e.g., basic reading, ESL, and math.

INTERVIEW

Section D

- interview
- sample processing
- terminating a volunteer

INTERVIEW

Suggested setting: A private area that has an atmosphere of comfort and warmth. Allow at least one-half hour but not more than an hour.

Be prepared: Have an application form, volunteer booklet (if you use one), job description and any other information necessary for the position.

Interview: SMILE, shake hands while you introduce yourself and anyone with you.

Be professional--clarify the purpose of the interview.

Complete the forms. (Some will have applicants fill out application forms prior to the interview, some will fill out an application form together, etc.)

Explore areas of interest by asking questions such as:

*What have you enjoyed most in previous jobs?
(Volunteer and paid jobs. What have you enjoyed least?)

*What do you hope to gain from this experience? Why are you interested in doing volunteer work?

*What are your personal goals?

*What types of people are you comfortable working with?

Give the "future" volunteer enough time to consider the questions and then allow them to answer in their own time. Ask for clarification and use restatement if needed.

Encourage the volunteer to enjoy the experience, begin the stroking process. Express your appreciation for the interview.

ONE WAY TO DETERMINE WHAT STROKES ARE IMPORTANT TO A PERSON IS TO ASK HIM.

Post-interview: Take time to make notes after the interview and file in appropriate place(s).

DON'T FORGET THE VOLUNTEER! Make sure you follow up and see how things work out and how the volunteer feels about the placement.

EXERCISE 2.

Three Volunteer!

The Adult Resource Center (ARC) offers assistance to adults who have dropped out of formal schooling. ARC serves ABE I and II level students. (ABE I is achievement below 8th grade level and ABE II is achievement is 9th grade and above.) Adults can prepare for GED testing; upgrade basic skills (e.g. improve math skills for job promotion); immigrants can learn to read, write, and speak English; and, low-level/non-readers can be tutored to raise their level of competency.

Volunteers will become extensions of existing paid staff. They can work one-on-one with the students that require constant time and attention. The Volunteer Coordinator recruits, interviews, screens, places, motivates, evaluates, and "strokes" volunteers.

The ARC in Marianbad has three applications to volunteer. The three are: Pamela Chesterfield, Susan Brown, and Liz Cooper.

(Identify motive for volunteering of these three applicants, interview and place in Marianbad ARC.)

NAME: SUSANA BROWNADDRESS: 215 E. Interview Apt. B
Marionboud, Kans., 67000PH.: 312-1673 1312-1800
home officeSocial Security #: 512-39-7777Drivers License #: A3B9A1Date of Birth: 2-25-56Number of Children: 0 Ages: _____

Education: (Circle last yr. completed)

Grade 5 6 7 8 High School 9 10 11 12

College 1 2 3 4 Graduate 1 2 3 4Previous work experience: (job skills) Lab technicianAre you presently employed? yes If yes, hours per week 40Employer's name and address: Marionboud County Hospital
Marionboud, Kansas, 67002

Special skills, training, interests or hobbies: (crafts, music, drama, etc.)

4-H Board member, Sunday School teacher, track glute,
Duplicate bridge,Previous or present volunteer jobs: Pres. of B.P.W., Board member
A.C.S., Community Theatre organizer - P.R.What kind of volunteer job are you most interested in at present? Help
organize vol. program on upper level

Time available for volunteer work:

HOURS PER WEEK 3-5 Regularly each week yes, as needed
yes or no
My preferred days and hours: Tu. or Wed or Thurs.

OVER FOR COMMENTS:

FOR OFFICE USE ONLY

Date of Interview: _____

Interviewed by: _____

Referred by: _____

COMMENTS: _____

Inactive date: _____

COMMENTS: _____

INTEREST AND HOBBY CHECKLIST FOR VOLUNTEERS

A = all the time; M = most of the time; L = a little; N = not at all

WHAT I LIKE TO DO!	A	M	L	N	Comments:
Reading & Writing	✓				
Taking responsibility	✓				
Speaking to groups	✓				
Meeting new people	✓				
Dancing and singing		✓			
Sorting papers				✓	
Typing				✓	
Fixing machines				✓	
Drawing & Sketching		✓			
Camping				✓	
Swimming & hiking				✓	
Selling				✓	
Making things				✓	
Teaching	✓				
Cooking & entertaining				✓	
Decorating				✓	
Leading a discussion	✓				
Making decisions	✓				
Other: (List or describe here)					

from: Volunteer Training & Development: A Manual for Community Groups
New York, Seabury Press, 1968.

NAME: Pamela E. Chesterfield

ADDRESS: 525 Sunshine Lane

Marionebd, Kans., 67000

PH. #: 312-3812 1

home office
Social Security #: 511-36-4296

Drivers License #: A886A2

Date of Birth: 9-9-46

Number of Children: 3 Ages: 14, 16, 18

Education: (Circle last yr. completed)

Grade 5 6 7 8 High School 9 10 11 12

College 1 2 3 4 Graduate 1 2 3 4

Previous work experience: (job skills) Activity Director @ Nursing Home-
Organizational skills

Are you presently employed? No If yes, hours per week _____

Employer's name and address: _____

Special skills, training, interests or hobbies: (crafts, music, drama, etc.)

taught Crafts classes (basket weaving, flower construction)
Gardening, animal care, taught bridge lessons,
Organized theater program

Previous or present volunteer jobs: ACS, Special Events Chairman;
Girl Scouts, leader; elementary school, room mother,

What kind of volunteer job are you most interested in at present? tutoring
adults - help them learn to read

Time available for volunteer work:

HOURS PER WEEK 4 Regularly each week: yes
yes or no

Any preferred days and hours? any day - mornings

OVER FOR COMMENTS:

FOR OFFICE USE ONLY

Date of Interview: _____

Interviewed by: _____

Referred by: _____

COMMENTS: _____

Inactive date: _____

COMMENTS: _____

INTEREST AND HOBBY CHECKLIST FOR VOLUNTEERS

A = all the time; M = most of the time; L = a little; N = not at all

WHAT I LIKE TO DO!	A	M	L	N	Comments:
Reading & Writing	✓				
Taking responsibility			✓		
Speaking to groups				✓	
Meeting new people	✓				
Dancing and singing	✓				
Sorting papers			✓		
Typing			✓		
Fixing machines				✓	
Drawing & Sketching	✓				
Camping				✓	
Swimming & hiking				✓	
Selling	✓				
Making things	✓				
Teaching	✓				
Cooking & entertaining		✓			
Decorating		✓			
Leading a discussion		✓			
Making decisions			✓		
Other: (List or describe here)					

from: Volunteer Training & Development: A Manual for Community Groups
New York, Seabury Press, 1968.

NAME

Larry Cooper

Date

ADDRESS:

Rt. 4 - Bar C Ranch
Marion, Ind., 46800

PH. #:

home

office

Social Security #: 510-42-3166Drivers License #: A1A3B9Date of Birth: 2-25-36Number of Children: 1 Ages: 24

Education: (Circle last yr. completed)

Grade 5 6 7 8 High School 9 10 11 12

College 1 2 3 4 Graduate 1 2 3 4

Previous work experience: (job skills) Raising cattleAre you presently employed? yes If yes, hours per week 15Employer's name and address: Self

Special skills, training, interests or hobbies: (crafts, music, drama, etc.)

Organization, innovation thru extensive
study, leadership, Master Degree in Animal
Husbandry from K.S.U.Previous or present volunteer jobs: pres. Chamber of Commerce, 4 yrs,
Chairman Agriculture Committee, 6 yrs,What kind of volunteer job are you most interested in at present? Board position

Time available for volunteer work:

HOURS PER WEEK open Regularly each week yes

yes or no

y preferred days and hours? AS NEEDED

OVER FOR COMMENTS:

FOR OFFICE USE ONLY

Date of Interview: _____

Interviewed by: _____

Referred by: _____

COMMENTS: _____

Inactive date: _____

COMMENTS: _____

INTEREST AND HOBBY CHECKLIST FOR VOLUNTEERS

A = all the time; M = most of the time; L = a little; N = not at all

WHAT I LIKE TO DO!	A	M	L	N	Comments:
Reading & Writing	✓				
Taking responsibility	✓				
Speaking to groups	✓				
Meeting new people	✓				
Dancing and singing				✓	
Sorting papers				✓	
Typing				✓	
Fixing machines				✓	
Drawing & Sketching				✓	
Camping		✓			
Swimming & hiking				✓	
Selling	✓				
Making things happen	✓				
Teaching		✓			
Cooking & entertaining				✓	
Decorating				✓	
Leading a discussion	✓				
Making decisions	✓				
Other: (List or Describe here)					
being involved in worthwhile projects	✓				

from: Volunteer Training & Development: A Manual for Community Groups
New York, Seabury Press, 1968.

SAMPLE

PROCESSING A TUTOR

I. Recruitment and Orientation

recruit volunteer--fill out application forms according to individual program needs--have volunteer sign a form of commitment according to individual program needs--

II. Training

tutor training workshop given by volunteer coordinator--invite to appropriate inservice for additional training--

III. Assignment Support

assign student to tutor--tutor contacts student and sets up time that is mutual to both--process begins--

IV. Follow-up and Recognition

tutor attends at least one inservice training session per year--tutor reports to volunteer coordinator on progress of student--tutor participates in evaluation of program, volunteer coordinator, self, etc...--tutor's achievements are recognized by pins, certificates, at ceremony.

PROCESSING A STUDENT

I. Recruitment

referrals from service agencies--TV and radio spots--word of mouth--other publicity and presentations to groups

II. Orientation

intake interview--explain program--discern goals

III. Assignment

student is contacted by volunteer tutor--meetings are scheduled--process begins--

IV. Evaluation and Recognition

individual evaluation is made by tutor or teacher through diagnostic and comprehensive tests--determine if goals are reached--goal achievement is recognized-- 1.

TERMINATING A VOLUNTEER

A coordinator manages a volunteer program and must have a process of control. Volunteers are people and they have personality conflicts, mood swings, behavior quirks, and sometimes they project a myriad of controversy amidst their efforts.

Blending personalities to make the most effective use of their time and talent is not simple. Volunteers need to understand their commitment has controls. They are not going to be "let loose" with no regard for limitation or accountability.

As volunteer coordinator you have a responsibility to your program, staff, students, and volunteers to maintain a balance of power. By constantly evaluating, formally or informally (around the water cooler, after a meeting, etc.), you should be able to "nip in the bud" any problems.

Try to be as fair as possible and the staff and volunteers will abide by your decisions more often than not. They will know that they will be able to express themselves and be heard.

So the words: evaluate, compromise, deal with problems quickly, fair and equitable enable Volunteer Coordinators to MAINTAIN the program.

Washburn: When you approach the recruitment of a volunteer in a professional manner, then you can approach termination in the same way.

Disney: The failure to recognize that firing is often best for all parties has crippled nonprofit agencies.

Williamson: Should we even consider having the gall to discharge the voluntary services of a dedicated, caring person?

Reinberg: Easy? No — but definitely necessary!

Roberts: A method for firing unsatisfactory volunteers is crucial to the well-being of a program.

SHOULD VOLUNTEERS BE FIRED?

The consensus, among five professionals
in the volunteer field, is "Yes, if . . ."

Here are their considerations:

THE STAFF'S POINT OF VIEW — Vanda Williamson

TO TERMINATE OR REASSIGN, TO fire or relieve. Whatever name it's given, the chilling reality is the same for the volunteer: I—a person who has opened my inner self to strangers, offered my talents, skills, hard work, body and soul to this organization, dedicated myself to a concept so that I'm willing to give my services free and

Vanda Williamson is the director of Volunteers Upholding Education in Palm Beach County, Florida.

gratis in THIS day and economic age—have been dismissed! I'm crushed. My ego feels pin-head sized and dented. I hardly feel guilty of wrongdoing. What a way to treat me!

Should we even consider having the unmitigated gall of discharging the voluntary services of a dedicated, caring person? Let's look at this question from the paid staff person's point of view, particularly from within the school system where I work. I discovered that many teachers were initially reluctant to have a volunteer's services because of a fear of being "stuck" with them.

They were afraid that a volunteer might not adhere to the professional guidelines of dependability and confidentiality. They felt there may be per-

sonality conflicts, inappropriate placement, lack of training or unacceptable work. They suspected volunteers would come in for the "wrong" reasons, i.e., to select their child's teacher for the following school year, to pick up gossip on a situation, to snoop or pry into the records, to check out a teacher's discipline methods. They also thought a volunteer might want "in" for political reasons, such as a friend of a school board member who wanted information.

The fears of the teachers and school administrators were as numerous as the sands on the beach. Yet their need for additional personnel was great, especially with the new (1973) emphasis on individualized instruction. What they needed was the assurance of a

Rehnborg: Several trends in the field have promoted and popularized the movement towards treating the volunteer as a professional.

Roberts: Never fire someone and leave him/her without alternatives.

Williamson: We must be ever mindful that it is imperative to maintain the staff's trust in the volunteer system.

Disney: Establishing a definite period of commitment can offer the bonus of allowing volunteers to leave gracefully when their terms expire.

Washburn: You will have the best results by making an appointment to talk with the volunteer directly.

safeguard—a mechanism by which an inappropriate volunteer may be removed swiftly and expeditiously.

In my experience I have found several ways are possible. I try to follow the five basic problem-solving steps, which are to:

- Clearly identify and understand the problem.
- Explore all alternatives.
- Develop alternatives to a solution.
- Formulate a plan.
- Follow up.

The first move, therefore, is to have a separate conversation with both the staff person and the volunteer, and try to identify exactly where the problem lies. Several avenues then open up. For example, it is often desirable to appoint the volunteer to a different staff person whereby personality conflicts may be overcome. It is also possible to reassign a volunteer to a more appropriate and rewarding area for them. Reassignment can be produced through the "terminating" of a project and a necessity for the volunteer to move to another project, where they are really needed.

In some instances, it would be better to transfer the volunteer out of the program completely, in which case either a referral and placement agency like a Voluntary Action Center or a Retired Senior Volunteer Program could interview and re-place this volunteer. In Palm Beach County, members of an association of directors of volunteers work closely with each other. If volunteers are relocated, a confidential history is discussed and the new agency can make a knowledgeable decision.

In my experience, I have found volunteers frequently will remove themselves when realizing they are unsuitable and not assisting in the best way possible.

Peer pressure has worked, too. Other volunteers concerned about one of their number have watched over that person carefully and in some cases have involved them in other activities.

A hurt and angry volunteer may cry revenge as he/she leaves. Even those that do try to cause trouble usually end up being quite ineffective, as the dedicated, loyal volunteers surge up to quell their words. For this to happen, however, the program must have acted ethically and as compassionately as possible.

Working with thousands of volunteers in my seven years with the school volun-

teer program, we have had to reject some. One used inappropriate language, one kept trying to write inaccurate articles in the local papers, and one was accused of, but denied, trying to kiss the little girls. These are three people out of over 8,000 that have crossed the thresholds of our schools—only 0.0375%. In the volunteer business, however, we must be ever mindful that it is imperative to maintain the staff's trust in the volunteer system and the perfect integrity of the thousands of volunteers who so magnanimously contribute to the running of America.

A TWO-WAY STREET — Sarah Jane Rehnborg

IT IS NO LONGER UNUSUAL TO hear people talk about "firing" a volunteer. Yet, to dismiss a volunteer is a far more difficult and complex task than it may sound. It reminds me of the situation in which a person has carefully chosen and wrapped a gift for a friend, only to have it dismissed as not good enough, not worth keeping.

We can understand the firing of a paid employee. After all, there is a financial exchange involved in that relationship that allows an organization to demand a certain level of acceptable job performance. Lacking the visible, quantifiable exchange of money, volunteer service often is relegated to the level of a gift relationship, rather than an exchange relationship with an agency.

The exchange concept is central to

viewing a volunteer as a professional with corresponding rights and responsibilities. Several trends in the field have promoted and popularized the movement towards treating the volunteer as a professional. Ellen Strauss described the professional volunteer through her highly publicized Call for Action program. A formalized contract to volunteer, she said, requires a written volunteer commitment, training, supervision,

Sarah Jane Rehnborg is the director of community and staff development at the John J. Kane Hospital in Pittsburgh, Pa., where she has responsibility for volunteer services, public relations, staff development, community relations and clinical pastoral care. She has served on the boards of the Association for Administration of Volunteer Services (AAVS) and the Association of Voluntary Action Scholars as well as on task forces of the Alliance for Volunteerism. She recently was elected president of AAVS.

as training, supervision, appropriate and evaluation, growth opportunities, even dismissal if necessary.

The National Organization for Women's controversial stand on direct service volunteering, as abusing and misusing the talents of women, further solidified the movement. The efficacy of many volunteer service opportunities came to be analyzed carefully by both volunteers and directors. Is the volunteer assignment the best use of the applicant's talents? How will this position, and the agency's commitment to the volunteer, enhance and develop the individual?

Viewing volunteer service as an avenue for career exploration and skills development also requires the application of professional standards to the volunteer experience. The full range of personnel practices should accompany the volunteer commitment if it is to have the exchange value we advertise.

Exchange requires a two-way commitment. The agency must offer certain valuable services to the volunteer, such

challenging placements, recognition and promotion. In return, the volunteer must offer certain valuable services to the agency, including reliable and responsible job performance, and the use of personal talent and experience in the position. This exchange is a two-way street—the giving of "gifts" is mutual.

Volunteers readily "fire" agencies by leaving their placement when the agency does not meet its responsibilities. To maintain the integrity of the exchange, agency volunteer directors also must assume their responsibility of replacing volunteers who are unable to fulfill their exchange. Altering a volunteer's job placement and finding a more appropriate position within the agency or in the community is part of the director's job.

Experience has shown that treating the volunteer as a professional encourages professional behavior on the part of the volunteer. "Firing"—or changing an inappropriate volunteer placement—is part of the exchange required in the professional contract. Easy? No—but definitely necessary!

evaluation procedure. Constructive suggestions are especially hard to offer when the volunteer has no written job description. So what does the supervisor do?

One option is to complain to the executive director and ask for special intervention. Another is to "cover" for the volunteer until patience ends and a scene results. A very common technique, for example, is to withdraw privileges. In this case, the supervisor (and sometimes other workers) will begin to strip the volunteer of all signs of involvement without ever saying anything directly. A volunteer's desk is moved, coffee cup broken, name omitted from the newsletter, nameplate recycled. Staff hopes that eventually the volunteer will feel so out of place he or she simply will fade away. But such lingering departures can last a seeming eternity, and all the while the agency is suffering. For a more wholesome, less draining approach, these steps might be considered.

1. Set the stage for hiring the volunteer

Begin with a clear definition of tasks, a determination of hours, a design for training, and a delineation of reporting and supervisory relationships. When recruiting a paid staff member, an agency knows it is looking for someone to fit a particular slot, not just a warm body with an affinity for stapling. The same level of awareness should precede the search for a volunteer. Establishing a definite period of commitment can offer the additional bonus of allowing volunteers to leave gracefully when their terms expire. There is then no suggestion of the lifelong indenturing that volunteer positions often seem to embody.

2. Hire carefully

All too often agencies use the "warm body" approach to involving volunteers: "Grab that one before it gets away" or "Get a body, any body, as long as it's warm, as soon as possible." Both variations pay minimal attention to credentials and maximum notice to time pressures. Yet seldom does the need for a volunteer arise without warning; it is much more likely to be known weeks or months in advance.

This knowledge can allow time for careful hiring practices, including interviews and possibly written applications. Taking an extra day or two for hiring can

FACING REALITIES OF VOLUNTEER MANAGEMENT — Diane M. Disney

SCENE: A CONFERENCE ROOM containing about twenty-five executive directors and board members of various nonprofit and governmental agencies. They are meeting for part of an eighteen-hour, six-week seminar called *Methods and Madness in Agency Management*.

QUESTION: "How many of you have ever fired a paid employee?"

RESPONSE: Four or five participants raise their hands.

QUESTION: "How many of you have

ever fired a volunteer?"

RESPONSE: Embarrassed silence followed by nervous glances. At most, two people raise their hands. Others say such things as, "Well, not fire exactly, but..." and "If you mean wanting to let one go, then..."

Regardless of the participants' level of experience, this scene or one very much like it occurs every time this management course is given. Some topics, apparently, continue to be imbued with ritualistic taboos in polite society. And firing volunteers is one of them.

Again and again, the failure to face the realities of personnel management and recognize that firing is often best for all parties has crippled nonprofit agencies. It has led to tension, dissatisfaction, rumors, poor morale and minimal productivity. Yet each of these is avoidable with a little planning, structure and directness.

What generally happens when a volunteer is not performing as the supervisor would like? First, there is often a reluctance to offer direct criticism because "after all, the time is being donated." When inappropriate behavior continues, the supervisor finds it awkward or impossible to comment or make corrections because there is no formal

Diane Disney, as a management consultant, develops and presents training programs for governmental agencies and nonprofit organizations. She serves on numerous volunteer boards and committees and recently was named to a special commission to study the feasibility of establishing an office of citizen participation within the Rhode Island legislature.

save months of unhappiness later and can minimize greatly the need to fire at all. Such a cautious, thorough approach has proved highly successful for volunteer positions as diverse as agency evaluator (United Way of Southeastern New England) and paraprofessional career counselor (Opportunities for Women).

3. Evaluate regularly

If volunteers are to be regarded vital to the agency, they should be treated with the same professional respect and courtesy as paid employees. They should not be treated with the condescension they often receive as people who "don't really know much" about the agency's business. This respect extends to frequent feedback on an informal basis as well as regularly scheduled sessions for formal appraisal. Formal review sessions provide a framework for setting performance objectives and allowing volunteers to express their own views of their performance. They also provide a setting for sharing both positive and negative comments about performance, a setting that is much more conducive to professional, adult behavior than is the casual meeting.

Evaluation sessions also can enable the supervisor to gain information necessary for distinguishing mistakes made from ignorance, those made from carelessness, and those from willfulness or malice. The first two probably can be corrected through training or reassignment; it is the third type that calls for dismissal.

4. If you must fire, fire quickly and cleanly.

In extreme cases, a supervisor might witness behavior warranting instant dismissal, such as physical abuse of clients, distribution of confidential files, drunkenness on the job, or other actions detrimental to health, safety and reputation. Generally, however, one faces instances of tardiness, inattention to detail, gossiping, poor recordkeeping, or failure to work assigned hours.

In calling such deficiencies to a volunteer's attention, the supervisor should try to get the volunteer to agree to correct them by a certain date. When that deadline arrives, the two should review performance together. (One additional trial period might be approved, but it certainly should not exceed one month.) If the inappropriate behavior has

not been corrected, the supervisor must then terminate the volunteer directly and firmly, but not maliciously. On such occasion, the supervisor will probably be a bundle of raw nerve endings with a cotton-filled mouth, tearing eyes and shaking hands. A few minutes of such trauma, however, is a small price to pay for agency peace and effectiveness.

Rehearsal of comments often can help lessen the tension. So, too, can a set of written guidelines and performance evaluations. When overall incompetence or unsuitability is the problem, one can sometimes soften the blow with statements such as these used by a Massachusetts personnel officer:

What we have here is a classic mismatch. On the one hand, we have a dedicated individual with talents in a variety of areas. On the other, we have a position that requires a totally different set of skills. Trying to fit these two together any more can result only in unhappiness, frustration and poor performance. We will all be better off by recognizing the mismatch. Then we can find someone else for this position while we help locate

another position that has requirements more closely in line with your skills.

One key consideration is addressing inappropriate behavior as soon as possible after it occurs, before it becomes habitual through silence and tacit approval. Allowing time for improvement is important, but when deadlines arrive, action must be taken. As someone from The Samaritans in England has said, "The quicker the chop, the less the pain." Prolonging a case of misemployment can only worsen morale, increase tension and spread dissatisfaction. It also sends out loud, clear signals that volunteers are second-class staff members not worthy of professional treatment.

Volunteers clearly are very special people whose donation of time and effort warrants extra consideration. It does not warrant treating them like figurines in a glass menagerie, however. On the contrary, they should be encouraged to grow, learn and seek fulfillment as they help an agency—even if this means accepting the reality that not everyone is perfect for every job.

APPLYING PROFESSIONALISM — Julie Washburn

HOW DO YOU FIRE A VOLUNTEER? Or do you fire a volunteer?

The real question is, Did you hire the volunteer? How was the volunteer interviewed and placed? Was a volunteer agreement or contract drawn up with job title, responsibilities, reporting procedures, expectations, and a review process written in specific terms?

When you approach the recruitment of a volunteer in a professional manner, then you can approach the termination transfer with the same professionalism. Volunteers are really unpaid staff and deserve the same (or better) personnel policies that your organization has for its paid staff.

Julie Washburn is the executive director of the Volunteer Service Bureau of Orlando, Fla. and president of the Florida VAC Directors Association. She also is a national trainer for the Girl Scouts and serves on the board of the Association of Volunteer Bureaus.

Whether you are developing an effective system to prevent a bad situation from arising or are handling an immediate problem-volunteer, you will have the best results by making an appointment to talk with the volunteer directly. Asking the right questions during the interview or conference can make it possible for you and the volunteer to reach an acceptable agreement. One of the following methods can be utilized depending on the seriousness of the problem:

If trouble is developing ...

In a personal conference, explain what you perceive to be the situation. Listen to the volunteer on a feeling level. Then suggest alternatives that would fill the volunteer's needs better and relieve him/her of the job he/she has failed to do or is handling poorly. This often gives the volunteer the opportunity to indicate that he/she wants a change or does not understand the organization's expectations. Often a volunteer is waiting for someone to do something.

If a serious problem exists ...

If time permits, hold two conferences. In the first conference, discuss problem areas. (Be sure to listen.) Agree in writing on changes that will be made by

Rehnberg: Volunteers readily "fire" agencies by leaving their placement when the agency does not meet its responsibilities.

Williamson: The program must act ethically and as compassionately as possible.

Disney: Rehearsal of comments often can help lessen the tension. So, too, can a set of written guidelines.

Roberts: During the term of the contract, we would work on improving the volunteer's work, knowing that a decision point is close at hand.

Washburn: End on a note of appreciation and offer an alternative solution. Follow up in writing.

both parties by an agreed time and the consequence if not accomplished.

In the second conference, review what has happened. If results are positive, set new objectives. If the volunteer has failed to comply with the agreement, then initiate action, such as termination.

If the situation is intolerable . . .

Have a face-to-face conference. First affirm what the volunteer has contributed, i.e., time, faithfulness, willingness. Then, state what the volunteer has done that is totally unacceptable. In

specific terms explain the termination of his/her placement. Take the responsibility for that decision. Finally, end on a note of appreciation and offer any alternative solution, such as a referral to the local Voluntary Action Center for more appropriate placement. Follow up with a written communication.

As soon as you have handled your problem case successfully, begin to develop interviewing techniques, volunteer job agreements and job reviews. These will reduce greatly the possibility of having to "fire" one of your volunteers again.

would be reviewed and, we hope, renewed. During the term of the contract, we would be able to work on improving the work of the volunteer, knowing that a decision point is close at hand. As with any contract, both sides benefit from clarifying the working relationship. I hesitate, however, from instituting this while my program is still limited, feeling that our staff can monitor the work of twenty-five people individually.

My rule of thumb is never to fire someone and leave him/her without other alternatives. Whenever possible, I try to find another assignment here for them. The volunteer who doesn't give a good tour may be able to write materials for other guides or for teachers.

If for some reason we cannot continue to employ a volunteer, I try to give him/her ideas for other placements. At the Museum of Science, for instance, we frequently find that volunteers with personal problems can not tolerate the hectic pace of such a lively museum. Through the local Voluntary Action Center, we are familiar with other agencies, their atmosphere and demands. If we can't give volunteers a name and phone number at another place, we can send them to the VAC itself. It's a policy I have carried here, where the rather small community of museums can keep track of each other's programs pretty successfully.

In the end, it's a matter of public relations. A poor guide is bad PR, but so is an insensitive volunteer coordinator. A public institution has many commitments: to its collection, to its community, and to its supporters. We can't put one of those commitments ahead of any other.

A MATTER OF PUBLIC RELATIONS — Laura B. Roberts

AT THE RHODE ISLAND HISTORICAL Society, the most common volunteer assignment is that of museum docent, guide or interpreter. A well-informed, helpful guide, who cuts through the barriers—both physical and intellectual—that many of our visitors sense separate them from our exhibits, clearly enriches the value of a museum visit. School programs, for example, that demand a low ratio of students-to-guide depend on volunteers who will interact

with students in a constructive way.

Our volunteers are vital to our museum programs, yet face pretty strict standards of performance. When they are interpreting the research and work of professional curators to the general public, those staff curators naturally are concerned about the quality of their presentation. When volunteers are the only interface between the staff "insiders" and the "outsiders" who visit the museum, they represent the institution to the public.

The educators who supervise these volunteers are inevitably caught between the demands of professional staff and loyalty to dedicated but perhaps ineffectual volunteers. In the face of this pressure, a method for firing unsatisfactory volunteers is crucial.

As the Rhode Island Historical Society is a relatively small institution, we are close enough to our volunteers that we have not formalized a firing procedure. As we grow, however, I foresee instituting a contract period for all volunteers. Every four months the commitment between the Society and volunteer

Laura Roberts is curator for education at the Rhode Island Historical Society where 25 volunteers give tours of the John Brown House and Museum of Rhode Island History to adults and children, and a sizable volunteer corps of college students have internships in historical society administration and operations.

REFERENCES

1. Management Handbook for Volunteer Programs, IVA, 1984, p. 35

VOLUNTEER TUTOR TRAINING

Section E

- volunteer training systems
- Competencies and Attributes
 Needed by Volunteer Literacy Tutors
- BRW objectives
- Marianbad workshops
- evaluation forms
- LVA materials
- effective methods for teaching vocabulary

VOLUNTEER TRAINING SYSTEMS

VOLUNTEER COORDINATOR Volunteer Coordinator conducts group training and/or one-on-one training.	TEACHER A volunteer tutor is assigned to a teacher and serves an internship--On The Job Training.
TEAM Volunteer tutors work in teams. The first team established is trained by the Volunteer Coordinator. As members of the team complete their term of service and new members join the team, the new members receive training by designated members of the team.	MASTER TEACHER A new volunteer tutor is assigned to a "master teacher," a volunteer who has received master teacher recognition.

THE IDENTIFICATION OF MAJOR COMPETENCIES
AND ATTRIBUTES NEEDED BY
VOLUNTEER LITERACY TUTORS OF ADULTS

BARBARA E. BROWN

Abstract

The purpose of this study was to identify and rank the major competencies and attributes needed by beginning volunteer literacy tutors of English speaking adults. The method consisted of the identification of competencies and attributes from the literature, the review of these competencies and attributes by a reviewer panel of 11 adult educators, and the rating of the competencies and attributes by a panel of 48 volunteer literacy tutors who had a minimum of one year of tutoring experience. Fifty-two competencies and attribute statements were identified and ranked. Implications of the study are that during the pre-service training, emphasis should be placed on developing interpersonal skills and the knowledge necessary for a sustained tutoring relationship. Continued inservice training of tutors is necessary to develop tutor skills particularly in the areas of the experienced tutor felt were essential.

Introduction

A significant, yet unspecifiable number of adults in the United States lack basic literacy skills (NACAE, 1979). Because of this literacy problem these adults frequently have difficulty in obtaining employment and may thus feel isolated from the mainstream of society in both economic and socializing activities. Many suffer emotionally and financially as a result of their deficiency. To ameliorate this serious problem, many persons have volunteered their time and effort to tutor illiterates. Retaining tutors for significant period of service has been difficult. Continually retraining and attracting volunteer poses an even greater

BARBARA E. BROWN is the director at the Learning Assistance Center at the Highland Community College, Freeport, Illinois.

dimension to the problem of illiteracy in the U.S.

Statement of the Problem

The belief that additional information provided to the tutor about the tutoring relationship and how literacy training techniques may increase tutor effectiveness and retention prompted this study. The purpose of this study was to identify and rank by desirability or by importance the major competencies and attributes needed by beginning volunteer literacy tutors of English speaking adults.

Procedures

In keeping with methods for competency development in general and adult education, the data were obtained through a review of the literature and the use of questionnaires (Mocker, 1974; Smith, 1976). The preliminary inventory of competency statements was developed from a review of the literature on the topics of reading, adult basic education, and literacy education. A panel of 11 adult education and literacy educators examined the competencies and attributes identified from the literature.

The suggestions and comments of the panel were compiled into a list to be sent to the tutors. This list was divided into six subsections with a total of 52 items. In its inventory form, a 5-point scale was used for rating the competency and attribute statements. The rating scale was as follows: (1) A beginning literacy tutor requires MINIMAL competence in this area; (2) LITTLE; (3) MODERATE; (4) CONSIDERABLE; (5) GREAT.

The rating of these competencies and attributes was carried out by 48 tutors of English speaking adults with at least one year of tutoring experience. These tutors were identified with the aid of Literacy Volunteers of America and the National Affiliation for Literacy Advance and also through contact with affiliates. The tutors rated each of the 52 competencies using the previously mentioned scale. Within each of the six subsections the mean for each statement was used to rank the ratings. The ranked list was labeled the Tutor Competency and Attribute List.

Results

This section presents the composite means for each subsection and the items on the Tutor Competency Inventory as rated by the 48 members of the tutor panel. Using the previously

described ranking procedure, a mean was calculated for each item. The final ranking from this procedure is considered the Tutor Competency and Attribute List.

Psychology of the Adult Learner

The ranking and means in this subsection, Psychology of Adult Learner, are presented in Table 1. The mean score for subsection was 3.74 with a standard deviation of .44. The subsection was rated third in importance by the tutor panel. The question for this subsection asked to what degree should a beginning volunteer literacy tutor of adults be aware of the factors which

Table 1
Psychology of the Adult Learner
Ranking and Means
(N = 48)

Rank	Item No.	Topic	M
1	9	Establishing a trusting atmosphere	4.
2	8	Cooperative learning process	4.
3	6	Inadequate self-image as learner	4.
4	7	Limited motivation	3.
5	4	Past educational experiences	3.
6	3	Influence of physical factors	3.
7	5	Competing responsibilities	3.
8	1	Social factors	3.
9	2	Economic factors	3.

affect adult learning.

Interpersonal Relationship

The ranking and means in this subsection, Interpersonal Relationship, are presented in Table 2. The mean for this subsection was 4.15 with a standard deviation of .38. The subsection was rated first in importance by the tutor panel. The question for this subsection asked to what degree should a beginning volunteer literacy tutor of adults be aware of the items in Table 2.

Table 2

**Interpersonal Relationship
Ranking and Means
(N = 48)**

Rank	Item No.	Topic	Mean
1.0	13	Avoiding derogatory remarks	4.63
2.0	15	Importance of tact and courtesy	4.56
3.0	12	Developing student's self-confidence	4.42
4.5	16	Listening perceptively	4.25
4.5	18	Interest in student's academic effort	4.25
6.5	11	Encouraging student questioning and self-expression	4.21
6.5	19	Promoting personal responsibility	4.21
8.0	10	Approaching student as friend and advisor	4.19
9.0	17	Freedom to express values	3.92
10.0	14	Nonverbal behavior	3.88
11.0	20	Terminating tutoring relationship	3.17

Personal and Administrative Responsibility

The ranking and means in this subsection, Personal and Administrative Responsibilities, are presented in Table 3. The mean for this subsection was 3.81 with a standard deviation of .27. The subsection was rated second in importance by the tutor panel. The question for this subsection asked to what degree should the volunteer literacy tutor of adults practice the items in Table 3.

Reading Skills and Instructional Methods

The ranking and means in this subsection, Reading Skills and Instructional Methods, are presented in Table 4. The mean for this subsection was 3.55 with a standard deviation of .23. This subsection was rated fifth in importance by the tutor panel. The question for this subsection asked to what degree should a beginning volunteer literacy tutor of adults know the reading skills and instructional methods listed in Table 4.

Table 3

**Personal and Administrative
Responsibility Ranking and Means
(N = 44)**

Rank	Item No.	Topic	Mean
1.0	26	Giving clear instructions	4.27
2.0	35	Importance of time on task	4.20
3.0	21	Commitment to learning	4.11
4.0	25	Planning	4.00
5.0	22	Continual development of tutoring skills	3.90
6.0	31	Maintaining appropriate environment	3.90
7.0	29	Seeking assistance when needed	3.90
8.0	23	Confidence in own tutoring ability	3.80
9.0	27	Questioning skills	3.70
10.0	33	Communications with sponsoring agency	3.50
11.0	24	Mastery of personal language	3.50
12.5	32	Record-keeping	3.50
12.5	30	Develop personalized student materials	3.50
14.0	28	Knowledge of materials	3.50
15.0	34	Knowledge of community resources	3.40

Assessment

The ranking and means in this subsection, Assessment, are presented in Table 5. The mean for this subsection was 3.45 with standard deviation of .12. This subsection was rated sixth in importance by the tutor panel. The question for this subsection asked to what degree should a beginning volunteer literacy tutor of adults to practice the behavior listed in Table 5.

Implementation of Instruction

The ranking and means in this subsection, Implementation of Instruction, are presented in Table 6. The mean for this subsection was 3.63 with a standard deviation of .79. This subsection was rated fourth in importance by the tutor panel. The question

Table 4
Reading Skills and Instructional Methods
Ranking and Means
(N = 44)

Rank	Item No.	Skills and Methods	Mean
1.0	38	Written material comprehension	3.93
2.5	37	Word analysis	3.75
2.5	39	Vocabulary development	3.75
4.5	40	Oral reading	3.52
4.5	41	Basic study skills	3.52
6.0	36	Reading readiness	3.48
7.0	42	Language Experience Method	3.34
8.0	43	Reading from manuscript	3.18

Table 5
Assessment Ranking and Means
(N = 44)

Rank	Item No.	Behavior	Mean
1.0	48	Refer student to professional for diagnosis	3.61
2.0	46	Determine student's learning style and rate	3.50
3.5	44	Diagnostic techniques for assessment and reinforcement	3.45
3.5	47	Identify special needs	3.45
5.0	45	Assess student progress	3.25

this subsection asked to what degree should a beginning volunteer literacy tutor of adults be able to do each of the items listed in Table 6.

Table 6
Implementation of Instruction
Ranking and Means
(N = 44)

Rank	Item No.	Behavior	Mean
1.5	50	Select methods	3.61
1.5	51	Select and prepare material	3.61
3.0	49	Plan individual programs	3.34
4.0	52	Provide systematic feedback	3.18

Summary and Implications

This study sought through the use of professional adult educators and volunteer literacy tutors to identify what competencies and attributes beginning volunteer literacy tutors of English speaking adults need to have attained.

The results from this study showed that the tutor's first concern was the development of a positive interpersonal relationship with the student. Emphasis needs to be placed on developing interpersonal skills and awareness on the tutor's part. Such skill and awareness must include information on the characteristics of the students, methods, for developing a positive tutoring relationship, and the identification of physical environmental factors that affect the tutoring process. The initial training for these areas should begin in the pre-service training for the tutor.

Additional areas that the tutors felt need to be addressed are the identification of learning needs, styles, and rates of students. The pre-service training also needs to present an opportunity to learn a variety of teaching techniques, assessment techniques, and ideas for developing supplemental materials. A tutor needs to have a sound understanding and ability in the aforementioned areas in order to be competent. The tutors bring different skills and backgrounds to the tutoring situation. The pre-service training should be flexible enough to recognize these differences and provide appropriate information to meet the tutor's individual needs.

Since many of the competencies and attributes identified in this study need to be developed over a period of time, opportunities for inservice training should be provided for the tutors. Again, these training sessions should be designed to complement

BASIC READING TUTOR TRAINING WORKSHOP (BRW)

OBJECTIVES

Introduction - Segment A

74 slides

Time: 24 minutes

Upon completion of this segment of the LVA Basic Reading Tutor Training Workshop, the participants will be able to:

1. Define a functional illiterate.
2. Define and demonstrate (a) manuscript writing and (b) cursive writing.
3. Describe the work of LVA in the field of adult illiteracy.
4. Describe the characteristics of two types of adult students.
5. List the necessary steps in a first meeting with a student.
6. Observe a mini-lesson with a student.

Language Experience - Segment B

111 slides

Time: 32 minutes

Upon completion of this segment of the LVA Basic Reading Tutor Training Workshop, the participants will be able to:

1. Define Language Experience.
2. List at least two advantages of using Language Experience as a teaching tool.
3. Demonstrate the steps to be followed in applying Language Experience.
4. Describe how Language Experience can be used with students ranging from non-readers to advanced.
5. Describe how the tutors can utilize magazines and newspapers in teaching.
6. Describe how to use a Language Experience Story file to aid students who are having difficulty with words.

Sight Words - Segment C

66 slides

Time: 15 minutes

Upon completion of this segment of the LVA Basic REading Tutor Training Workshop, the participants will be able to:

1. Define the term sight words, describing the four categories of words usually classified as such.
2. List several examples of the "common sight words", "survival words", "job-related words."
3. Demonstrate the steps to be followed in teaching sight words.

4. Demonstrate the use of sight words in building sentences.
5. Describe three different kinds of material which will be a source of sight words.

Phonics (Consonants) - Segment D 53 slides Time: 23 minutes

Upon completion of this segment of the LVA Basic REading Tutor Training Workshop, the participants will be able to:

1. Explain why phonics is such an important part of a lesson.
2. Demonstrate the ability to verbalize the sound each consonant represents as presented in the workshop.
3. Explain in terms understandable to a student that each letter in a word is a symbol for a corresponding sound.
4. Demonstrate the technique for teaching individual consonant letter sounds, both as initial and as final sounds, as explained in the workshop.
5. Describe how to use newspapers or magazines as supplemental materials when teaching phonics.
6. Construct a "letter-sound dictionary".
7. Identify those consonants which have sustaining sounds and therefore are probably most easily learned by beginning reading.

Word Patterns - Segment E 101 slides Time: 27 minutes

Upon completion of this segment of the LVA Basic Reading Tutor Training Workshop the participants will be able to:

1. Describe the skills needed before beginning the word patterns technizue.
2. Demonstrate the teaching technique for teaching "words-in-pattern".
3. Demonstrate the use of a technique to help students who have difficulty thyming.
4. Identify some letter clusters which occur frequently and are valuable for the student to know as a unit.
5. Help the student recognize new words in his reading vocabulary by suggesting patterns on which to build.
6. Help the student build up associations between letter clusters and their sounds so that when he meets a word he has never seen he has a way to divide it into parts, to try out a pronunciation.

Goals and Lesson Plans - Segment F

a. Theory

96 slides

Time: 26 minutes

Upon completion of this segment of LVA Basic Reading Tutor Training Workshop, the participants will be able to:

1. Describe the difference between long-term and short-term goals, giving an example of each.
2. Conduct a Task Analysis.
3. List two reasons for using a lesson plan.
4. List the four parts of the teaching sequence to be used in instruction.
5. Describe two ways a lesson plan can be used during an actual teaching session.
6. List three elements of a good lesson plan.
7. Construct a lesson plan based on the needs of an individual student.

b. Applied

93 slides

Time: 23 minutes

1. Define the four techniques for teaching reading.
2. Apply all techniques in teaching a lesson, using a variety of materials.
3. Integrate comprehension skills into a lesson plan.
4. Determine which teaching techniques to use, given a student case history.

READ Test - Segment G

-- slides

Time 30 minutes

Upon completion of this segment of the LVA Basic Reading Tutor Training Workshop, the participants will be able to:

1. List two purposes which the READ Test serves.
2. Identify the purpose of Part 1 of READ.
3. Identify the part of the READ Test which shows the student's strengths and weaknesses in word attack skills.
4. Determine word recognition and reading/listening comprehension level of a student by using Part III of the READ Test.
5. Explain the purpose of testing to the adult student in a way that will not frighten him/her.

6. Determine when a testing session should be stopped.
7. Administer and interpret all sections of the READ Test.
8. Use the Test summary sheet to record testing data.

Human Interest Stories - Segment H

-- slides

Time: 7 minutes

MARIANBAD BASIC TUTOR TRAINING WORKSHOPS (BRW)

Tentative 1984-85 Scheduling

October 11 - Language Experience and Sight Words (Time: 3hrs.)

November 15 - Phonics and Word Patterns (Time: 2hrs.45mins.)
Location: KAEA Conference in Salina

January 25 - The READ Test (Time: 2hrs.)

February 13 - Goals and Lesson Plans (Time: 3hrs.30mins.)

TOTAL TIME: 11 HOURS AND 15 MINUTES

March 8 - Spring Cluster Training

Marianbad ABE Tutor Training Workshop

Adult Learning Center
123 N. Main
Marianbad, Kansas 67777

THE LANGUAGE EXPERIENCE AND SIGHT WORDS

October 11, 1984

Time: 3 hours

6:30pm Overview of BRW with explanation of format to be followed,
i.e., instruction, demonstration, practice

6:35pm Review of Tutor Handbooks

6:45pm *Introduction, BRW Segment A (slides 1-74)

7:10pm *Language Experience, BRW Segment B (slides 1-47)

7:25pm Practice Session #1 - Language Experience

8:05pm Break

8:20pm *Language Experience, BRW Segment B (slides 48-111)

8:40pm *Sight Words, BRW Segment C (slides 1-66)

8:55pm Practice Session #2 - Sight Words

9:25pm Wrap-Up

*Indicates slides and tapes

100

Marianbad ABE Tutor Training Workshop
KAEA Fall Conference
Red Coach Inn
Salina, Kansas

PHONICS AND WORD PATTERNS
November 15, 1984

Time: 2 hours and 45 minutes

- 9:00am Overview and Review
- 9:15am *Phonics, BRW Segment D (slides 1-37)
- 9:30am Practice Session #1 - Initial Position
- 9:45am *Phonics, BRW Segment D (slides 38-46)
- 9:50pm Practice Session #2 - Final Position
- 10:05am *Phonics, BRW Segment D (slides 47-53)
- 10:10am Practice Session #3 - Diagraphs
- 10:25am *Word Patterns, BRW Segment E (slides 1-40)
- 10:35am Practice Session #1 C-V-C
- 10:40am *Word Patterns, BRW Segment E (slides 41-56)
- 10:45am Practice Session #2 - Other Clusters
- 10:55am Break
- 11:10am *Words Patterns, BRW Segment E (slides 57-101)
- 11:25am Practice Session #3 - Multisyllabic Words
- 11:40am Wrap-up

Marianbad ABE Tutor Training Workshop

Adult Learning Center
123 N. Main
Marianbad, Kansas 67777

THE READ TEST

January 25, 1985

Time: 2 hours

Three concurrent sessions. Session I (3 hours) is a repeat of the October 11 Workshop for new volunteer tutors and is presented by a Master Teacher. Session II (2 hours 45 minutes) is a repeat of the KAEA Workshop for those tutors who were unable to attend and is presented by a Master Teacher. Session III:

6:30pm Overview and Review

6:40pm READ Test - BRW Segment G (part 1)

7:40pm Break

7:55pm READ Test - BRW Segment G (part 2)

8:55pm Wrap-Up

(9:15pm Wrap-Up for Session II)

(9:25pm Wrap-Up for Session I)

Marianbad ABE Tutor Training Workshop

Adult Learning Center
123 N. Main
Marianbad, Kansas 67777

GOALS AND LESSON PLANS

February 13, 1985

Time: 3 hours and 30 minutes

Concurrent sessions for repeating former sessions if necessary.

6:30pm Overview and Review

6:45pm *Goals and Lesson Plans (Theory), BRW Segment Fa
(slides 1-96)

7:10pm Practice Session #1 - Applying All Techniques

8:10pm Break

8:25pm *Goals and Lesson Plans (Applied), BRW Segment Fb
(slides 1-93)

8:50pm Practice Session #1 - Lesson Planning

9:50pm Wrap-Up

Basic Reading Workshop Quiz

Write your name in manuscript: _____

Write your name in cursive: _____

1. List the steps to be followed in applying the language experience approach.
2. List at least 2 advantages of using language experience as a teaching tool.
3. Explain or describe the term "sight words" as you would to your student during a lesson.
4. List the steps to be followed when teaching sight words.
5. Explain why phonics is an important part of a lesson.
6. List the step-by-step procedure for teaching individual letter sounds as explained in the BRW.
7. Present at least three examples of consonants that have sustaining sounds, and therefore are probably most easily learned by beginning students.
8. List the steps involved when teaching word patterns.
9. Describe two skills needed by the student before beginning the word patterns technique.
10. List two purposes which the READ Test serves.
11. Describe at least two ways in which a lesson plan can be effectively used each time you meet with your student.
12. Provide at least one example of both long term and short term goals for a student.

(Write answers below and on the back of this paper)

EVALUATION FORMS
(Use whichever one best suits your needs)

BASIC READING TUTOR TRAINING WORKSHOP (BRW)

EVALUATION

Workshop Basic Reading Tutor Training Workshop

Date _____

The thing(s) I found most helpful was (were):

The thing(s) I found least helpful was (were):

I wish we had spent more time discussing:

Additional comments:

BASIC READING TUTOR TRAINING WORKSHOP (BRW)

EVALUATION

PLEASE CHECK YOUR REACTIONS TO THE FOLLOWING QUESTIONS:

	<u>HIGH RATING</u>	<u>LOW RATING</u>
1. Do you feel you are familiar with the materials in your tutor handbook?	1 2 3 4 5 6	
2. Do you feel you have a sensitivity to the people you will be working with?	1 2 3 4 5 6	
3. Do you feel you have understood the techniques given in the workshop?	1 2 3 4 5 6	
4. Do you feel comfortable in being able to use the techniques, realizing it will take actual practice to be really competent?	1 2 3 4 5 6	
5. Did you feel the format of the workshop was helpful?	1 2 3 4 5 6	
6. Do you feel you have an understanding of the range of teaching materials available and can use them?	1 2 3 4 5 6	
7. Do you feel you have an adequate grasp of the contents of the workshop?	1 2 3 4 5 6	
8. Are you comfortable with your knowledge of teaching basic reading, knowing you have support from the organization, in going to meet your new student?	1 2 3 4 5 6	

EVALUATION
Page 2

9. Was the pace of the workshop too fast ☐ too slow ☐ just right ☐
10. Were the homework assignments helpful ☐ not helpful ☐ too much ☐
11. Were the case histories helpful ☐ not pertinent ☐ good ☐

Other comments and suggestions:

Your name (optional) _____ date _____

LVA MATERIALS AVAILABLE FOR LOAN/PREVIEW:

Management Handbook for Volunteer Programs

Workshop Leader's Handbook

TUTOR

READ Test

READ Test Answer Sheets

READ Trainer's Kit

Basic Reading Tutor Training Workshop

Math Handbook

Community Relations Kit

CONTACT: Vikki Stewart
KV-TUTOR
324 N. Emporia
Wichita, KS 67202
316-265-8666

Effective Methods for Teaching Vocabulary

Language Experience Approach (LEA)

dice dicing an onion

Spoken Words

students self-select vocabulary terms, define through conversation,
develop personal or vicarious anecdote, and relate anecdote

Context Clues

- 1) guessing at meaning (disequilibration)
- 2) checking the guess (regaining cognitive equilibrium)

Context Speculation Practice Sheet

<u>Word Source</u>	<u>Word in Context</u>	<u>Meaning Speculation</u>	<u>Dictionary Meaning</u>
Newspaper	By the time Dr. Smith reached the hospital, he was covered with cuts, scrapes and <u>lesions</u> .	sores	injury, harm

SSCD

Sound - phonic pronunciation
Structure - roots, compounds, prefixes, suffixes
Context - context clues
Dictionary - when all else fails

Feature Analysis

<u>Features</u>	<u>Cajun</u>	<u>Creole</u>
City dwellers	-	+
Rural outdoors people	+	-
Spanish	-	+
French	+	+
West Indies	-	+
Canadian	+	-
Lust for life	+	+

Connotation/Denotation

"Would you rather eat a tenderloin steak or a piece of dead cow?"

"I am, You are, He is."

"I am stout, you are overweight, he is a blimp."

Modified Cloze

"He was a _____ man, for he dove into the water to save the child."

Analogies

dog:cat/cat: _____ (milk, bird, enemy, toy)

card catalogue: library/ _____: book (table of contents, glossary, index, appendices)

DOCUMENTATION

Section F

- documentation procedures
- Volunteer/Student Time Report
- sample activity report

DOCUMENTATION

Volunteer tutors will be identified as volunteer staff in your ABE program's state department report; therefore, an accurate list of volunteer tutor names and addresses must be maintained.

Volunteer tutors' students will be included in your state department report and documented as regular students are documented.

Volunteer tutors' names and addresses will be mailed by the volunteer coordinator to the appropriate AESC Coordinator for inclusion in the AESC newsletter mailing lists. Ask the KV-TUTOR staff if you are unsure of whom is your AESC coordinator.

Four (4) periodic activity reports will be made by each participating program to the KV-TUTOR Project Director. They will include an Activity Summary and a Volunteer Tutor/Student Time Report. These 4 reports are essential to 1) providing the State Director with activity reports concerning the progress of volunteer implementation, 2) preparing documentation for our project evaluation which is performed by persons designated by the State Department of Education, 3) preparing a final report for the USDOE, and 4) developing the pilot program models for other Kansas ABE programs' utilization in 1985-86.

Below are due dates for activity reports needed for our project documentation:

November 7, 1984

December 14, 1984

February 22, 1985

May 24, 1985

Activity reports are to consist of 1) a one-page summary of your volunteer program implementation activities as those activities relate to the objectives you establish for your program and 2) attachment of the Volunteer/Student Time Report.

Following please find a blank Volunteer Tutor/Student Time Report Form and a sample Activity Summary.

The volunteer tutors' student files must be available for federal examination.

VOLUNTEER/STUDENT TIME REPORT

(name of program)

Volunteer Tutors' Names

of Tutoring Hours Provided

Total # of Volunteers _____

Total # of Tutoring Hours Provided _____

Students' Names

of Tutoring Hours Received

Total # of Students _____

Total # of Tutoring Hours Received _____

(signature of Volunteer Coordinator)

(date)

KV-TUTOR ACTIVITY REPORT FOR MARIANBAD, KANSAS

November 7, 1984

Staff readiness has included paid staff input beginning in September. Several meetings were held and instructors were asked their specific needs. Further, the instructors were asked to brainstorm to determine the most effective method of volunteer recruitment for Marianbad.

Recruitment activities were begun October 5 and have included letters to the following local community clubs, agencies, and churches:

Marianbad Junior League
First United Methodist Church
United Way
RSVP

The letters were followed by personal phone calls and visits. Volunteers have been screened and seven identified to participate in a training session, November 15.

Paid staff have developed a structured method of internship lasting eight hours for each volunteer. CEU certificates have been printed for the workshop and internship.

Planning has begun for a community literacy council to include representation from public service agencies, business and industry, the Chamber of Commerce, and area churches.

APPENDICES

Section G

- resource material
- vocabulary
- volunteer tutor manual (SAMPLE)

VOLUNTEER MANAGEMENT

RESOURCE MATERIAL

1. Management Handbook for Volunteer Programs, Literacy Volunteers of America, a grant by B. Dalton Bookseller, 1984.
2. Management: Tasks, Responsibilities, Practices, Peter F. Drucker, Harper & Row, 1973-74.
3. Survival Skills for Managers, Marlene Wilson, Volunteer Management Associates, 1981.
4. The Effective Executive, Peter F. Drucker, Harper & Row, 1973-74.
5. The Effective Management of Volunteer Programs, Marlene Wilson, Volunteer Management Associates, 1976.
6. The Practice of Management, Peter F. Drucker, Harper & Bros., 1954.
7. Volunteers in Adult Basic Education, Golda Bockbrader, Volunteer Project Consultant, Grand Island, Nebraska.
8. Volunteers Today: Finding, Training and Working With Them, Harriet Naylor, Dryden Assoc., 1967 & 73.

VOLUNTEER MANAGEMENT

VOCABULARY

1. ACTIVITY-what needs to be done to achieve objectives.
2. BUDGET-that part of a plan expressed in numerical and monetary terms.
3. CLIMATE-how it feels to work in (or be served by) your organization.
4. CONTROLLING-process of evaluation which is essential to determine if events have conformed to plans.
5. CONTROLS-used in evaluation is a measurement of the extent to which actions conform to plans. Determining if plans were implemented successfully.
6. COORDINATION-essential function of making certain that the volunteers know what the staff is doing and visa versa. Vital to insure that each segment of the program is congruent with the whole.
7. DELEGATE-person given power or authority to act for others enabling someone to do the job you've asked them to do.
8. GOALS-the ends toward which effort is directed; mission or purpose.
9. HUMAN RESOURCE DEVELOPMENT-key to unlock creative helping and problem-solving processes that can move a changing society forward.
10. LEARNING-a complex process happening within a person, not to them and involves the mind, emotions, values, interests, and ideally behavior. A personal and individual process.
11. MANAGER-someone who works through others to accomplish organizational goals.
12. MBO-MANAGEMENT BY OBJECTIVE-a method of planning. A process whereby the superior and the subordinate managers of an enterprise jointly identify its common goals, define each individual's major areas of responsibility in terms of the results expected of him, and use these measures as guides for operating the unit and assessing the contributions of its members.
13. MOTIVATIONS-"why's" of behavior as they relate to each person who works.
14. OBJECTIVES-translation of goals and purposes into definite, measurable targets with standards of performance and achievement for both the organization and individuals (sometimes called operational goals).
15. ORGANIZING-how a manager groups and assigns activities that are needed to accomplish goals and objectives.

(Volunteer Management Vocabulary)

16. PLANNING-choosing a course of action from among alternative ways of doing something.
17. PLANS-tactics and sequences of activities to accomplish goals (deciding who will do what, when and how).
18. SCHEDULE-a plan with timings and staff assignments.
19. SMAC-a system of testing objectives.
20. STAFFING-who is going to do the job--whether paid or volunteer.
21. THEORY X-manager believes no one wants to work, people are lazy (McGregor)
22. THEORY Y-manager believes people want to do a good job--expand the job and the person will rise to the occasion. (McGregor)
23. TRAINING-anything that helps to increase the realization of a person's or organization's potential.

Orientation to Volunteerism

Pennsylvania State University
3/4" or 1/2" Videotape

1. History of Volunteerism
2. "Volunteer" Stereotypes
3. Reasons for Volunteering
4. Why Have Volunteers?
5. 3 Types of Volunteer Activity
6. Managing Volunteers

May be ordered from KV-TUTOR.
Contact Vikki Stewart
Continuing Education
324 N. Emporia
Wichita, KS 67202
316-265-8666

(S A M P L E)

ABE VOLUNTEER TUTOR MANUAL

Adult Resource Center
USD #123
123 N. Main
Marianbad, Kansas 67000
(913)321-5411

CONTENTS

Welcome	1
What is Poverty	2
Responsibilities	3
Job Description	4
Placement Procedures	5
Monthly Tutoring and Attendance Calendar	7
Sample ILP	9
ILP Form	10
M - T Application	11
Tax Deduction Information	12
Tax Recordkeeping Sheet	14
Something to Think About	15
Adult Students Don't Have Horns!	17
Language Experience	18
Sight Words	20
Generalizations for Extending Vocabulary	27
Word Patterns	28
How to Make Speech Sounds	41
Speech Patterns	47
"Duet" Reading	50
Acronym Identification & Service Organizations	52

Dear Volunteer!

WELCOME TO THE ADULT BASIC EDUCATION (ABE) VOLUNTEER PROGRAM!!!

We hope that tutoring adults will be a rewarding experience for you. By giving your time and talent you are adding an extra dimension not only to an ABE student but to your life as well.

Below is a short piece written by a "new" reader. It tells how you can help enrich another life.

"What have I learned? The things I have learned are so little. Things like being able to read my junk mail and then being able to decide what to keep.

When I go to a restaurant I can see what I want to eat. That's great!

I'm beginning to learn more of what is going on all around me. Going to work I look at the stores and signs and I'm just beginning to see all the different stores there are. Signs--I never knew there were so many signs before I learned how to read.

Before I learned how to read I saw lots of things--but I never really saw anything."

Thank you for offering your help. Your assistance will enable others to enjoy the satisfaction of learning. It will encourage them to become more productive, employable, responsible citizens. The economic benefits can serve both the state and individual in a significant way.

Thanks again!

Sincerely yours,

Volunteer Coordinator

WHAT IS POVERTY?

You ask me what is poverty? Listen to me. Listen without pity. I cannot use your pity. Listen with understanding.

Poverty is living in a smell that never leaves. It is a smell of young children who cannot walk the long dark way in the night. It is the smell of milk which has gone sour because the refrigerator doesn't work and it costs money to get it fixed. It is the smell of rotting garbage.

Poverty is being tired. I have always been tired. They told me at the hospital when the last baby came that I had chronic anemia and that I needed a corrective operation. I listened politely. The poor are always polite. The poor always listen. They don't say that there is no money for the iron pills or better food or worm medicine. Or that an operation is frightening and costs so much. Or that there is no one to take care of the children.

Poverty is dirt. You say, "Anybody can be clean." Let me explain about housekeeping with no money. Every night I wash every stitch my school-age child has on and hope her clothes dry by morning. What dishes there are, I wash in cold water with no soap. Even the cheapest soap has to be saved for the baby's diapers. Why not hot water? Hot water is a luxury. I do not have luxuries.

Poverty is asking for help. I will tell you how it feels. You find out where the office is that you are supposed to visit. You circle that block for four or five times; then you go in. Everyone is very busy. Finally someone comes out and you tell her you need help. That is never the person you need to see. You go to see another person and, after spilling the whole shame of your life all over the desk between you, you find that this isn't the right office after all.

Poverty is looking into a bleak future. Your children won't play with my boys. My boys will turn to other boys who steal to get what they want. And my daughter? At best there is for her a life like mine.

"But," you say to me, "there are schools." Yes, there are schools. But my children have no books, no magazines, no pencils or crayons or paper. And most important of all, they do not have health. They have worms. They have infections. They do not sleep well on the floor. They do not suffer from hunger, but they do suffer from malnutrition.

Poverty is cooking without food and cleaning without soap. Poverty is an acid that drips on pride until all pride is worn away. Some of you say that you would do something in my situation. And maybe you would - for the first week or the first month. But for year after year after year?

From the book Teaching the Culturally Disadvantaged Adult by Curtis Ulmer, 1973, Prentice Hall, Inc., Englewood Cliffs, N.J.
Reprinted with their permission.

RESPONSIBILITIES

Program to Volunteer

1. Provide orientation and training
 - a. provide the rules and regulations of the organization and building
 - b. provide a place for personal belongings
 - c. provide an accurate job description
 - d. provide a job that is meaningful
2. Accept the volunteer as "part of the team" and include in training and appropriate staff meetings.
3. Provide a written evaluation of performance
4. Provide appropriate recognition

Volunteer to Program and Student

1. Maintain a professional attitude of mutual respect and confidence toward students and staff
2. Be willing to offer supportive and supplemental service under professional supervision and direction
3. Be punctual and reliable in filling the assignment and notifying the coordinator in case of absence
4. Become familiar with policies and practices and follow guidelines established by the program
5. Be willing to meet with coordinator and/or staff regarding program planning and development

(EACH VOLUNTEER MAY HAVE VARIED RESPONSIBILITIES)

VOLUNTEER TUTOR JOB DESCRIPTION

JOB TITLE: Volunteer Tutor

TIME REQUIREMENTS:

OBJECTIVE: To teach adults to read

RESPONSIBILITIES: A. Provide one-on-one instruction to adult students

B. Follow-up telephone calls, and notes to students encouraging completion

C. Maintain current records

1. volunteer hours

2. student progress

QUALIFICATIONS: Minimum of high school diploma or GED

PERSONAL

CHARACTERISTICS: Ability to relate well with others, to communicate effectively on a student level, and exhibit a consistent commitment to teach adults

TRAINING TO BE

PROVIDED: Volunteer inservice to teach basic skills and course objective; orientation to program

OTHER DESIRABLE

SKILLS/INTERESTS: Some knowledge of teaching/learning princip

TO THE NEW TUTOR
Placement Procedures

You are ready to begin an experience which can be exciting, rewarding, frustrating, challenging, and gratifying. YOU are important to your student. YOU are his hope and his example. He usually comes to his first lesson full of doubts and fears. You have 1 - 2 hours to put him at ease, to teach him something new, to show him he can succeed at something, to make him want to come again. We want to stress as much as possible the importance of this first lesson.

You are also important to the Marianbad Adult Basic Education Program--and ultimately to the Marianbad Public Schools. You are our only link to your student. We depend on you to use the materials and methods correctly; to adequately prepare the lessons; to meet regularly with your student; and to keep accurate records of his progress.

In your tutoring venture you have the support of your ABE Program. We will do whatever we can to ensure a smooth transition from the workshop training into your new teaching situation. On these pages you will find the procedures you are asked to follow and a calendar on which you will record your tutoring sessions. Please read it through carefully and follow it as you begin your tutoring experience.

Procedures:

1. Get your student assignment from the Volunteer Coordinator. She will discuss an appropriate tutoring place.
2. If you tutor at the Learning Center, you will be informed by the Volunteer Coordinator of the time and date of your tutoring sessions.
3. If you tutor in another place you should:
 - a. Contact your student immediately by phone or in person. This is your responsibility. If for any reason you do not get in contact with him within one week of the end of the workshop call your Volunteer Coordinator.
 - b. Set a date for the first lesson. Be sure you are both clear about the date, time, and place.
 - c. Call the Volunteer Coordinator. Report that contact was made and arrange to get your student's book if that has not been done yet.
4. Have and ENJOY your first lesson. It is a good idea to keep a file on each student, beginning with the first session. Keep a

running record for you and the student re: what are his strengths; what special needs does he have; what do you need to review; did you use any supplemental materials. We recommend as a standard format the Individual Learning Plan (ILP) enclosed in your handbook.

5. Begin keeping the Monthly Tutoring and Attendance Calendar. Explain to your student that you are keeping a record of his attendance on file. We recommend that you plan to meet twice a week in order to make it easier for the student to retain the material from one session to the next. This should also allow the student to move fast enough to be able to see his progress and be motivated to continue.
6. Report to the Volunteer Coordinator that the first lesson took place.
7. Turn in the Monthly Tutoring and Attendance Calendar to the Volunteer Coordinator at the end of each calendar month. A new one will be promptly provided to you.
8. Any time tutoring stops, even temporarily, report it to the Volunteer Coordinator. If a tutor must interrupt tutoring for more than two weeks, a substitute tutor should be secured.
9. Keep a record of your tutoring hours. You will need this information when applying for Master Teacher Certification. When you have completed 40 hours of tutoring, fill out the M-T application form in your handbook and send it to your Volunteer Coordinator in order to receive your certification.

Please call your Volunteer Coordinator if you have any problems or if you wish to share your successes. The effort you give to your student will change his life.

*Adapted from the Missouri Volunteer Tutor Handbook, 1984.

MONTHLY TUTORING AND ATTENDANCE CALENDAR

Student: _____ Tutor: _____
 Year: _____ Month: _____
 Hours spent in tutoring: _____; preparation and travel: _____

S	M	T	W	T	F	S

- 1) At the end of each month mail to: Corinth Cruthers, Marianbad Adult Learning Center, 123 N. Main, Marianbad, KS 67777.
- 2) Put date in small box in each large box.
- 3) Enter total tutoring time that day.
- 4) If lesson was cancelled, give reason.
- 5) If tutoring stopped, give date and reason.
- 6) What lesson is student on at end of month?
Book/Material: _____ Lesson/Page # _____
- 7) On the reverse side describe other material used and other relevant observations.

*Adapted from the Missouri Volunteer Tutor Handbook, 1984.

Did you provide any services other than tutoring for your student this month?

_____ Yes

_____ No

If yes, what kind of service?

Did you refer your student to any other agency for help this month?

_____ Yes

_____ No

If yes, name of agency:

*Adapted from the Missouri Volunteer Tutor Handbook, 1984.

Name: Linda McPherson

SAMPLE INDIVIDUAL LEARNING PLAN

Goal: To get a driver's license

date _____
time spent _____
mileage _____

<u>Objective</u>	<u>Techniques</u>	<u>Materials</u>	<u>Time</u>	<u>I R M</u>	<u>Student Progress</u>
To teach lesson p. 19 in <u>Adult Reader</u>	Sight words: little, two, Elizabeth, girl, to, play Lang. exp. Word patterns: say may lay reinforce play after phonics	<u>Adult Reader</u> paper, carbon, felt-tip pen, sight word cards			
To know the sound of p and <u>l</u>	Phonics	TUTOR, p. 32			
To read 6 road signs	Sight words Word patterns right fight sight might tight light	cards with: Speed Limit 55, Keep Right (Left) Police, Right Turn Only, Yield Right of Way			
To "read" together a story for pleasure		The Shoplifting Game, pp. 1-4 Pacemaker Book, Fearon Pitman Publishers			
To develop a new experience story	Discussion: Questions p. 5 Sight Words				
Homework		Word cards from A.R., signs; Review word patterns; do. p. 20 in A.R.			

NOTES:

EVALUATION:

FUTURE PLANS:

NAME:

DATE: _____

GOALS:

INDIVIDUAL LEARNING PLAN

<u>Objectives</u>	<u>Techniques</u>	<u>Material</u>	<u>Time</u>	<u>I R M</u>	<u>Student Progress</u>

Notes:

Evaluation:

Future Plans:

140

Office Use Only
Date Rec'd: _____
Certification
Approved _____
Rejected _____
Notification Made
on _____
(date)

Marianbad ABE Program

Application for Master Teacher Certification

Applicant _____ Date _____

Phone _____ Address _____

I hereby apply for certification as a MASTER TEACHER in the Marianbad Adult Basic Education Program having fulfilled the following requirements:

- _____ 1. I have received a minimum of six (6) hours of formal basic literacy training.
- _____ 2. I have taught one or more English-speaking students at least 40 hours.
- _____ 3. I am willing and able to accept the following responsibilities of Master Teacher:
 - a. providing internship to at least one (1) new volunteer tutor;
 - b. assisting the Marianbad ABE Program in public awareness and community support; and
 - c. continuing my professional development as an adult basic reading teacher.

(signature)

(date)

TAX DEDUCTIONS FOR VOLUNTEERS

A number of tax benefits are available for volunteers under the general charitable contribution deduction of the Internal Revenue Code. The Internal Revenue Service explains this by noting that volunteers can deduct "unreimbursed expenditures made incident to rendition of services to a qualifying organization." Translated, that means that a volunteer may deduct out-of-pocket expenses incurred while doing volunteer work for certain groups approved by the Internal Revenue Service.

Qualifying organizations include, but are not limited to: units of government; organizations formed for scientific, literary, or educational purposes; charitable groups; organizations for the prevention of cruelty to animals; organizations for national or international sports competition; and certain veterans groups. The organization must have prior approval as a qualifying organization from the IRS. If in doubt, ask for proof of tax-deductible status.

The following are representative types of expenditures that volunteers may wish to deduct:

- direct gifts of money to an organization
- automobile mileage and expenses
- bus and cab transportation expenses
- parking and tolls
- special uniforms
- telephone bills
- entertainment and meals given to others
- costs of meals and lodging, if away overnight
- travel expenses above per diem allowance
- tickets to charity benefits, above intrinsic value

Automobile-related expenses may be deducted either at a 9c per mile standard rate or an actual expenses basis.

The "out-of-pocket" requirement eliminates from deduction any amount that is to the direct benefit of the taxpayer (or the taxpayer's family) rather than to the organization. Thus, for example, most meals and entertainment are excluded.

Items for which a volunteer receives reimbursement may be deducted only to the extent that actual expense exceeds the amount of compensation.

In general, the following requirements apply to the above deductions:

1. Must be amount actually paid during the taxable year, not just a pledge.
2. Must be made to a qualifying organization.
3. Must be actual out-of-pocket amount: if a banquet ticket is bought, the deduction is the amount in excess of the actual value of the meal.

4. Must be recorded: the volunteer should know the name of the organization to which the contribution is being made; amount and date of each contribution; and method of valuing in-kind gifts.
5. Where possible, especially for large gifts, a statement of donation should be obtained from the donee organization.

For the more common out-of-pocket expenses, such as transportation costs and meals, voluntary organizations can assist recordkeeping by providing forms listing date, amount, and beneficiary of the expenses.

The above deductions can be taken by those who itemize their deductions and those who take the standard deduction. However, for those taking the standard deduction, only 25% of the first \$100 in contributions may be deducted from 1984 taxes.

A complete description of federal tax deductions for volunteers can be obtained from your local IRS office. Ask for Publication #526, Income Tax Deduction for Contributions.

VOLUNTEER TAX RECORDKEEPING SHEET

Name of Volunteer _____

Organization (complete one sheet for each organization for which you volunteer)

Date	Nature of Expense (bus fare, mileage, phone calls, etc.)	Amount \$
		Total \$ _____

Signature of Supervisor _____

Something to think about...

*Students enter the program with fears and hesitation. They come from all walks of life. Each student has a personal reason for entering the program.

*The students are here because they want to be.

*You may encounter students who are unsure and hesitant about being here--some will be concerned about being able to learn at their age.

*Some adults feel inferior as students.

*Many adult students need repeated--even constant--reassurance they are making satisfactory progress.

*Adults can and do learn well but they also can easily fall victim to frustration and self-doubt.

*Some immigrants may not have had any formal school experience.

*Coming to class may mean changing personal, occupational or family habits as the adult learner is often a full-time employee in addition to having family responsibilities.

*Family responsibilities may come first. These responsibilities may compete for the student's time. Responsibilities may also be distracting. Home conditions or family backgrounds may not be conducive to study. Personal problems may cause them to be absent.

*The first few contacts the student has with a volunteer are very important.

*The student has an uncanny ability to analyze whether you are sincere in your efforts to help.

*Performing learning tasks may require a longer time.

*Adults are less tolerant of "busy work" as they are impatient to learn and resent being asked to waste their time.

*Scholastic ability may be below average.

*Students may be difficult to motivate as they have doubts about their ability to learn and may become easily discouraged.

*They may not know about community services or about rights, opportunities, and responsibilities we take for granted.

*Students may be less flexible in thinking and in habits of thought.

*Students may possess social values, attitudes and goals that differ from what we consider middle class norms.

...still thinking

*May seem to live more for today than tomorrow as far as goals are concerned.

*May be physically tired from working at full-time job, sometimes one that's low in pay but high in frustrations and energy demands.

*May be a school dropout struggling to make it in a society that keeps demanding more education and better training.

*Immigrants may come from a country whose culture and conventions make our approaches to study seem peculiar.

AGAIN, REMEMBER THE STUDENTS ARE HERE BECAUSE THEY WANT TO BE AND
WILL STAY ONLY AS LONG AS YOU HELP MAKE LEARNING INTERESTING AND
WORTHWHILE!!!

NOTE/Volunteers should talk softly but distinctly to students.

Sit down with students—don't stand over them.

When you must correct, show the purpose for the correction.

Students must be allowed to set the pace which will require patience on your part.

Accept your students for what they are and also try to visualize what they can become!

Communicate a liking for each student through an inner warmth or by a gentle smile.

Make every minute count because time is precious to the adult learner!

THE STUDENTS ARE DEPENDING ON YOU...

PLEASE DON'T LET THEM DOWN

ADULT STUDENTS DON'T HAVE HORNS!

- Relax and be yourself! Students are quick to see pretention.
- Begin by telling the student something about yourself. Share interesting experiences.
- A student's name is very important to him. Make sure you say the name the way he wants and learn to spell it correctly.
- Make sure the student understands what you expect from the work that is to be done.
- A major goal in working with a student is to cause him to focus attention on the task at hand.
- Begin at a level in which the student can be successful.
- Remember that each session is also a language experience with speaking, listening, reading, writing and communicating.
- Students make mistakes. Let them know that making mistakes is a part of learning. Do not be afraid of making mistakes yourself.
- Be consistent in rewards and dealing with adults.
- Be patient, although the process may seem slow, you will begin to notice some gain in time.

YOUR INTEREST AND ENTHUSIASM MAY BE THE SINGLE
MOST IMPORTANT PART OF YOUR STUDENT'S SUCCESS!

HOW TO USE LANGUAGE EXPERIENCE

Telling the Story

1. A story or personal experience
 - a) favorite activity or hobby
 - b) describe a job, family interest or a trip
 - c) give a recipe or step by step directions for doing something
2. An aided story
 - a) Show a picture and have student describe it or tell how he feels about it
 - b) Read a story to the student. Have him retell it in his own words. (news, sports)
 - c) Student retells something he saw on T.V.
 - d) Give a sentence starter (I can, I want, I don't. . .) Student finishes the sentences.

Writing the Story

1. Use manuscript
2. Make 2 copies using carbon paper
3. Write it exactly as the student tells it, using his own words.

Reading the Story

1. Read the whole story to the student. Draw finger under the line, pointing out the words.
2. Read, one sentence at a time. Student reads after you. Draw finger under line.
3. Word cards
 - a) pick out important words (nouns, verbs)
 - b) put on cards in manuscript
 - c) student matches cards to words in the story
 - d) mix up cards, student reads
 - e) repeat for other story words (the, and, etc.)
4. Tutor and student read story together
5. Student reads whole story alone

Review

1. Student takes cards and story home to study
2. Tutor takes the copy for rewriting or typing. Stories become a student's personal reader.
3. At the next lesson review the word cards as part of the sight word lesson.

Hints:

1. In the beginning keep the story very short, no more than 3 or 4 sentences.
2. Although an experience story can be used at any time, it may be easier for the student if you begin using these stories after Lesson 5, SB 1. At that point the student has learned all the beginning sounds and one sound for each vowel.

Project: Learn
Cleveland, OH

3. If students' sentence structure is very bad and you feel it must be corrected, do not change his version. Rewrite the entire story and tell him that this is another way to say it and that many people would say it this way. Practice both versions.

EXAMPLE *of Language Experience stories:

I would like to say, believe it or not when we were going to school the teacher wouldn't let us talk too much about what was happening in the changing of the times. Like when the Civil Rights started real strong they would say don't be talking about this around so many people. But I could never understand why they didn't want us to talk about it. Until now they really were afraid of the white people.

I remember our bus driver, once they burned a cross in front of his house and he had to leave town because he was helping Civil Rights Organization.

* * * * *

One Saturday night, Solomon, and I and W.C., we went to Porter, Georgia, to the movie. We saw a Western. After we came home, me and W.C. We got our guns and started to playing cowboys. My mother was working She sent me and W.C. to the house to get water. Instead we got our toy guns. We decided we wanted to do something big which was holding up the bus. We saw the bus coming. We figured out how to stop it, which was laying down in the road.

After the bus stopped, W.C. told the driver, "Get you hands up." Then I told him if he knows what's good for him he would do what the man told him. He put us on the bus and took us where our mother was. Mama told us she was tired and didn't feel like running. She sent Sonny Boy to get switches. She sat down and plaited them together. She put three into one, when she hit you one lick, she hit you three times. And all during the whipping she was telling us how wrong we were. And we were telling here we were not going to do it any more.

That one whipping taught me wrong don't pay. Then we decided not to be crooks. Instead we still gave Mama a hard time.

From: Using Language Experience with Adults: A Guide for Teachers
By Katherine Kennedy and Stephanie Roeder-available from
New Readers Press

SIGHT WORDS

Sight words are practiced to reduce as much as possible the burden to unknown words that students are confronted with. The 300 most frequent words in the English language make up 65% of all written material.

Make flash cards of these words using manuscript writing, or better yet, have your student make the cards, with your help. The words are listed in order of frequency.

Teaching Hints:

1. Introduce no more than 10 at a time.
2. For students ease, you can introduce short vowel words first and wait until the student is in SB 3 before introducing long and irregular vowel sound words.
3. Spend only 5 to 10 minutes a lessons practicing sight words cards
4. Review often!

CAUTION! Do not drill the student for long, long periods of time

*Sight Words

Useful Generalizations for Extending Vocabulary

*Word Patterns

Three Hundred Most Frequently Used Words in Rank Order*

the	has	also	day	high	going	need
of	when	did	same	upon	look	four
and	who	many	another	school	asked	within
to	will	before	know	every	later	felt
a	more	must	while	don't	knew	along
in	no	through	last	does	point	children
that	if	back	might	got	next	saw
is	out	years	us	united	program	best
was	so	where	great	left	city	church
he	said	much	old	number	business	ever
for	what	your	year	course	give	least
it	up	way	off	war	group	power
with	its	well	come	until	toward	development
as	about	down	since	always	young	light
is	into	should	against	away	days	thing
on	than	because	go	something	let	seemed
be	them	each	came	fact	room	family
at	can	just	right	though	president	interest
by	only	those	used	water	side	want
I	other	people	take	less	social	members
this	new	Mr.	three	public	given	mind
had	some	how	states	put	present	country
not	could	too	himself	think	several	area
are	time	little	few	almost	order	others
but	these	state	house	hand	national	done
from	two	good	use	enough	possible	turned
or	may	very	during	far	rather	although
have	then	make	without	took	second	open
an	do	world	again	head	face	God
they	first	still	place	yet	per	service
which	any	own	American	government	among	certain
one	my	see	around	system	form	kind
you	now	men	however	better	important	problem
were	such	work	home	set	often	began
her	like	long	small	told	things	different
all	our	get	found	nothing	looked	door
she	over	here	Mrs.	night	early	thus
there	man	between	thought	end	white	help
would	me	both	went	why	case	sense
their	even	life	say	called	John	means
e	most	being	part	didn't	become	whole
him	made	under	once	eyes	large	matter
been	after	never	general	find	big	

*From *Computational Analysis of Present-Day American English* by Henry Kucera and W. Nelson Francis, Brown University Press, 1967. © 1967 by Brown University.

The Functional Reading Word List for Adults

a	best	daily	express	help	low	new
able	better	danger	eye	her		next
about	between	date		here	machine	nickel
accept	big	day	fat	high	made	night,
account	bill	dealer	feet,	him	mail	nite
add	birth	delivery	ft.	his	make	no
address	block	department,	female	home	male	north
admit	board	dept.	finance	hospital,	man	not
after	boat	dependent	fine	hosp.	manager,	now
age	body	did	finish	hot	mgr.	number,
ahead	box	dime	fire	hour,	many	no.
aid	bread	dinner	first	hr.	mark	nurse
air	break	disability	fish	house	married	
all	breakfast	distance	floor	how	material	occupation
allow	building,	district	following	husband	maximum	of
also	bldg.	do	food		may	off
altogether	bus	doctor,	foot	I	me	office
a.m.	business	Dr.	for	ice	mean	oil
American	but	dollar	former	if	means	old
amount,	butter	done	found	in	meat	on
am't.	buy	don't	free	include	mechanical	one
an	by	door	Friday,	income	medical	only
and		down	Fri.	individual	meeting	open
any	call	dress	from	information,	member	opposite
apartment,	can	drive	front	info.	men	or
apt.	car	driver	full	installment	metal	order
application	care	dry	furnish	insurance	mile	other
are	case	during	furniture	into	military	our
area	cause	duty		is	milk	out
arm	charge		game	it	minute,	over
army	check	earn	gas		min.	own
as	children	east	gasoline	join	Miss	owner
ask	church	easy	get	just	modern	
at	cigarette	edge	give	keep	Monday,	page
automobile,	city	egg	glass	kind	Mon.	paid,
auto	class	electric	go	kitchen	money	pd.
automatic	clean	emergency	goes	know	month,	paint
available	cleaner	employ	good		mo.	paper
avenue,	clothes	employment	group	large	monthly	park
ave.	coat	enter	guard	last	more	part
away	coffee	equipment,		law	mortgage	pass
	cold	equip.	had	lease	most	pay
back	color	escape	hair	leave	motor	payment,
bar	come	establish,	half	left	move	pymt.
be	company,	est.	hand	license	Mr.	period
beauty	Co.	estate	hardware	life	Mrs.	person
because	complete	estimate	has	like	much	pick
been	condition	etc.	have	limit	must	picture
beer	continue	evening,	he	line	my	place
before	corner	eve.	head	liquor		plan
begin	cost	ever	hear	live	name	please
belong	could	every	heart	loan	narrow	p.m.
benefit	cream	exceed	heat	local	national	point
beside	credit	exit	height,	long	near	police
besides	cross, crossing	experience	hgt.	loss	need	present

*Mitzel, M. Adele, in *Adult Education*, Winter, 1966. Reprinted by permission of The Adult Education Association of the U.S.A.

price	right	shop	stand	term	two	welfare
private	road	should	start	than	type	were
prohibit	roof	show	state	that		west
promptly	room	shut	station	the	under	what
property	safe	side	stay	their	unite	when
provide	safety	sign	steel	them	United States,	where
public	said	signal	stock	there	U.S.	which
	sale	signature	stone	these	up	who
quality	sandwiches	since	stop	they	upon	wife
quarter	satisfaction	single	store	this	use	will
quiet	Saturday,	size	street,	those		window
	Sat.	slow	st.	thru	vegetable	with
radio	save	small	strike	Thursday,	vehicle	women
rate	saw	smoke	such	Thurs.		word
real	say	snow	suit	ticket	wait	work
reason	school	so	Sunday,	time	walk	write
record	security	social	Sun.	tire	want	
red	see	society	supply	to	was	year, yr.
register	self	sold	system	too	wash	yellow
rent	serve	some		tool	watch	yes
repair	service	son	take	trade	water	yet
residential	sex	south,	tavern	traffic	way	you
rest	shall	so.	tax	truck	we	your
restaurant	she	special	telephone,	Tuesday,	week, wk.	
return	shoe	speed	tel.	Tues.	weight,	
		stamp	television, TV	turn	wgt.	

Useful Words for Filling Out Forms

date
 month
 year
 name
 Mr.
 Mrs.
 Miss
 first name
 last name
 maiden name
 middle name
 middle initial
 address
 street
 permanent address
 mailing address
 present address
 zip code
 city
 state
 telephone number
 business telephone
 home telephone

citizen
 citizenship status
 birthdate
 date of birth
 place of birth
 age
 height
 weight
 Social Security number
 marital status
 married
 separated
 divorced
 widowed
 single
 occupation
 employer
 firm
 place of employment
 self-employed
 length of service
 references
 in case of emergency

education
 years of schooling
 last school attended
 degrees held
 diplomas held
 salary
 hourly
 weekly
 part-time
 full-time
 temporary work
 sex
 male
 female
 health plan coverage
 medical history
 physical impairment
 driver's license number
 signature

Signs in Capitals*

A minimum list of words and phrases one should be able to read for "physical safety, social acceptability, and avoidance of embarrassment."

General Signs

ADULTS ONLY	DOCTOR (DR.)	IN	NO SMOKING	SHALLOW
ANTIDOTE	DOWN	INFLAMMABLE	NO SPITTING	WATER
	DYNAMITE	INFORMATION	NO SWIMMING	SHELTER
BEWARE	ELEVATOR	INSTRUCTIONS	NO TOUCHING	SMOKING
BEWARE OF	EMERGENCY		NO	PROHIBITED
THE DOG	EXIT	KEEP AWAY	TRESPASSING	STEP DOWN
BUS STATION	EMPLOYEES ONLY		NOT FOR	(UP)
BUS STOP	ENTRANCE	KEEP CLOSED	INTERNAL USE	
	EXIT	AT ALL TIMES		TAXI STAND
CAUTION	EXPLOSIVES	KEEP OFF (THE	NOXIOUS	TERMS CASH
CLOSED	EXTERNAL USE	GRASS)	NURSE	THIN ICE
COMBUSTIBLE	ONLY	KEEP OUT		THIS END UP
CONTAMINATED			OFFICE	THIS SIDE UP
CONDEMNED	FALLOUT	LADIES	OPEN	
	SHELTER	LOST	OUT	UP
DANGER	FIRE ESCAPE	LIVE WIRES	OUT OF ORDER	USE IN OPEN
DEEP WATER				AIR
DENTIST	FIRE	MEN	PEDESTRIANS	
DON'T WALK	EXTINGUISHER		PROHIBITED	USE OTHER
DO NOT CROSS,	FIRST AID	NEXT (WINDOW	POISON	DOOR
USE TUNNEL	FLAMMABLE	GATE)	POISONOUS	USE BEFORE
DO NOT CROWD	FOUND	NO ADMITTANCE	POLICE	(DATE)
DO NOT ENTER	FRAGILE	NO CHECKS	(STATION)	
DO NOT INHALE		CASHED	POST NO BILLS	VIOLATORS WILL
FUMES	GASOLINE	NO CREDIT	POST OFFICE	BE PROSECUTED
DO NOT PUSH	GATE	NO DIVING	POSTED	
DO NOT REFREEZE	GENTLEMEN	NO DOGS	PRIVATE	WALK
DO NOT SHOVE		ALLOWED	PRIVATE	WANTED
DO NOT STAND	HANDLE WITH	NO DUMPING	PROPERTY	WARNING
UP	CARE	NO FIRES	PULL	WATCH YOUR
DO NOT USE	HANDS OFF	NO LOITERING	PUSH	STEP
NEAR HEAT	HELP	NO FISHING	SAFETY	WET PAINT
DO NOT USE NEAR	HIGH VOLTAGE	NO HUNTING	FIRST	WOMEN
OPEN FLAME		NO MINORS		

Car Related Signs

ALL CARS	CONSTRUCTION	DIM LIGHTS	END 45	FREEWAY
(TRUCKS)	ZONE	DIP		
STOP	CURVE	DO NOT BLOCK	END CONSTRUCTION	GARAGE
ASK ATTENDANT		WALK	ENTRANCE	GATE
FOR KEY		(DRIVEWAY)	EXIT ONLY	GO SLOW
BEWARE OF	DANGEROUS	DO NOT ENTER	EXIT SPEED 30	
CROSS WINDS	CURVE	DRIFTING SAND	FALLING ROCKS	HOSPITAL ZONE
BRIDGE OUT	DEAD END	DRIVE SLOW	FLOODED	
BUS ONLY	DEER (CATTLE)		FLOODS WHEN	INSPECTION
	CROSSING	EMERGENCY	RAINING	STATION
CAUTION	DETOUR	VEHICLES ONLY	FOUR WAY STOP	

*Reprinted with permission of Corlett T. Wilson and the International Reading Association

JUNCTION
101 A

KEEP TO THE
LEFT (RIGHT)

LANE ENDS
LAST CHANCE
FOR GAS
LEFT LANE MUST
TURN LEFT

LEFT TURN ON
THIS SIGNAL
ONLY
LEFT TURN ONLY
LEFT TURN O.K.

LOADING ZONE
LOOK
LOOK OUT FOR
THE CARS
(TRUCKS)
LISTEN

M.P.H.
MECHANIC ON
DUTY
MEN WORKING
MERGE LEFT
(RIGHT)

Suggested Key Words

When Teaching Initial Consonant Sounds

Group I

- s sun, sink, socks, sandwich
- f fish, fan, fire, feet, feather
- m man, match, money, motor, milk, mother, mittens
- t* telephone, towel, table, tub, turkey, tomato, tea
- p* pot, pan, pig, pants, pipe, pumpkin, pen

Group II

- r rat, radio, rocket, rope, river, red
- l leg, lamp, lock, leaf, ladder, leather
- n name, nose, nail, needle
- d* dog, dish, doll, desk, doughnut
- g* gas, girl, game, gate, garage

Group III

- j jar, jacket, jet, jug, jeep
- v valentine, vest, valley, violin, vacuum, van
- z zipper, zebra, zoo
- c* cat, cup, can, cake, comb, coffee
- k* key, kite, king, kerchief

Group IV

- b* bus, baby, ball, bed, banana, bag, bird
- x* (no words starting in x)
- h hand, hat, house, ham, horn, hi-fi
- w window, wing, wig, watch, wagon, water
- y yellow, yarn, yoyo, yardstick

*Introduce these letters as final sounds first

When Teaching Ending Consonant Sounds

Group I

- gas, kiss, bass
- cuff, reef, beef
- tim, rim, tam
- rent, sit, bet
- cup, lip, sheep

Group II

- jar, stair, fear
- pill, sell, ball
- can, barn, grin
- bed, Ford, glad
- rag, drug, leg

Group III

- (no words ending in /j)
- (no words ending in v — words that end in a /vvv/ sound -dove, give)
- fizz, buzz
- picnic, attic, traffic
- rock, back, luck

Group IV

- tub, crab, rib
- wax, fix, box, tux
- (no words ending in /h/)
- (no words ending in /w/)
- (no words ending in /y/)

OTHERS

- q(qu)quarter, queen, quilt, quick
- sh shoe, ship, shower, shovel
- ch church, chair, children
- wh wheel, whale, white
- th this, the, them, these
- th thumb, thank, theater

- (no words ending in /q/)
- dish, cash, rush
- rich, ranch, church
- (no words ending in /wh/)
- bath, truth, fourth

Useful Generalizations for Extending Vocabulary

Teach how to add a variety of endings to words by using words that fit into a regular pattern. Ends of words make it possible to use simple words in many ways.

Verb Endings

1. Where there is a vowel plus a consonant in the root words, double the consonant before adding any ending. (Exception — *y* and *w*)

permit permitted permitting

(exceptions)

delay delayed delaying

2. Where there is a vowel plus two consonants in the root word, add the ending directly:

camp camped camping

3. When there is a vowel, plus a consonant (e.g. *s* plus the letter *e*), remove the *e* and add the ending *ing*.

bite biting
drive driving

4. When a root word has a vowel, a consonant and a final *e*, simply add *s* to form the plural:

drive drives
give gives

5. When a root word ends in a vowel and two consonants, add *es*:

cash cashes

The inflected endings *ed* and *s* represent various sounds, but it is more helpful simply to point out that the *ed* ending refers to a past action, and *s* refers to more than one. Then to call attention to the variety of sounds that these letters represent.

Adjective Endings

1. With adjectives which end in *e*, merely add the *r* and *st*.

brave braver bravest

2. With other adjectives, sometimes double the final consonant before you add *er* and *est*.

big bigger biggest

3. With others, just add *er* and *est*.

cold colder coldest
new newer newest

USING WORD PATTERNS

Rationale

Many students have difficulty in isolating the vowel sound in the middle of the word. For them, using the vowel sound with the word ending will make sounding out words much easier. If they know the rhyming pattern all they have to do is know the different beginning consonant sounds and they can read the words. This practice is good for all students as it helps them apply their skills to many new words. Do not begin this practice until after Lesson 5 of Skill Book 1. At that point all the one letter beginning consonant sounds have been introduced, as well as three beginning digraphs (two letters for one sound such as SH). As new digraphs and blends (such as WH and BR) are introduced in SB 2, be sure to use them in making new words to practice.

Teaching

1. Choose known words with rhyming end patterns (example: hand).
2. Put the word on a card.
3. Put rhyming word under it.
4. Say to the student: "If h-a-n-d is hand, what is b-a-n-d?"
5. If the student responds correctly, add another word in the pattern. Change the beginning consonant sounds in alphabetical order. Example: hand, band, land, sand.
6. If the student cannot give the correct response, review the beginning consonant sound and the rhyming ending (b-and).

Hints

1. You can use nonsense words and have the student tell you if it is a real word. (Example: gand). Be careful of this exercise because some words would be real but incorrectly spelled (cand, fand, pand. . . canned, fanned, panned).
2. Take care not to confuse students with endings that are spelled more than one way (ocks, ox as in locks, lox; socks, sox).
3. Use the list provided. Confusing endings and long vowel patterns have been omitted.

Skill Book 1 Rhyming Endings. . . Skill Book 2 Rhyming Endings

Key word endings unless otherwise indicated. . . OW (Other Words)
. . . DI (Digraph). . . BL (Blend)

SKILL BOOK 1

Lesson 1

-up
-ish
-and
-in (OW)

Lesson 2

-ump
-ick
-eg
-an
-eck

Lesson 3

-ent
-ing
-ell
-at (OW)

Lesson 5

-ip (zip)
-op
-ank
-et (OW)
-im (OW)

Lesson 6

-ed (OW)

Lesson 7

-ill (OW)

Lesson 8

-un (OW)

Lesson 9

-am (OW)

Lesson 11

-en (OW)

In the Valley

-ot (OW)

SKILL BOOK 2

Lesson 1

-ig
-ift
-iss
-it (OW)

Lesson 2

wh (DI)

Lesson 3

pr (BL)

Lesson 4

-ut
-uck
-unt
-ud
br (BL)

Lesson 5

-ink
st (BL)
tr (BL)

Lesson 6

-esh
fr (BL)

Lesson 7

-end
-ick
-em

Lesson 8

-ack
-ag
bl (BL)
sm (BL)

Lesson 9

-ass
-ath
-ork
gl (BL)
gr (BL)

Lesson 10

-op
-ob
sp (BL)
dr (BL)
cl (BL)

Lesson 11

-ug

Lesson 12

-ar
-ark
-arm
-art
-us

Lesson 13

-ad

Lesson 14

-ess

Lesson 15

-ast
-ist
-unch

"Guidelines to Teaching Remedial Reading" by Lillie Pope
"Tutor" by Ruth J. Colvin and Jane H. Root

Word Patterns

Short a Sounds

-ab cab dab gah jab lab nab tab blab flab siab crab drab grab scab stab	-ack back hack jack pack rack sack tack black slack crack track shack whack smack snack stack	-ad ad bad cad dad fad had lad mad pad sad clad glad shad	-ag bag gag hag lag nag rag sag tag wag brag drag flag shag snag stag	-am am ham jam clam slam swam	-amp camp damp lamp champ clamp cramp stamp tramp	-an an ban can fan man pan ran tan van clan plan scan span than
-and and band hand land sand gland grand stand	-ang bang fang gang hang rang sang tang clang slang	-ank bank rank sank tank yank blank clank plank crank drank frank spank thank	-ap cap gap lap map nap rap sap tap chap clap flap slap snap trap	-ash ash bash cash dash gash hash lash mash rash sash clash crash smash stash trash	-asp asp gasp hasp rasp clasp	-ass ass bass lass mass pass brass grass class glass
-ast cast fast last mast past vast blast	-at at bat cat fat hat mat pat rat sat vat brat chat flat slat scat that	-atch catch hatch latch match patch thatch	-ath bath path wrath	-ax ax wax flax		

Word Patterns

Short e Sounds

deck
heck
neck
peck
check
speck

-ed
bed
fed
led
red
wed
bled
fled
sled
shed
sped

-eg
beg
egg
keg
leg
peg

-elf
elf
self
shelf

-ell
bell
dell
fell
hell
sell
tell
well
yell
quell
shell
smell
spell
swell

-elp
help
yelp

-elt
belt
felt
melt

-em
hem
them
stem

-en
den
hen
men
pen
ten
glen
then
when

-end
end
bend
lend
mend
send
blend
spend
trend

-ent
bent
dent
lent
rent
sent
tent
went
spent

-ept
kept
wept

-ess
less
mess
bless
chess
dress

-est
best
nest
pest
rest
test
vest
west
chest
crest
quest

-et
bet
get
jet
let
met
net
pet
set
wet
yet
fret

Short i Sounds

-ib
bib
fib
rib
crib

-ick
kick
lick
nick
pick
sick
tick
wick
brick
trick
chick
thick
click
flick
slick
quick
stick

-id
bid
did
hid
kid
lid
rid
grid
skid
slid

-ift
gift
lift
rift
sift
drift
shift
swift

-ig
big
dig
fig
jig
pig
rig
wig
brig
swig

-ilk
bilk
milk
silk

-ill
bill
fill
gill
hill
kill
mill
pill
rill
sill
till
will
chill
drill
grill
quill
spill
skill
still

Word Patterns

Short i Sounds (Continued)

-im
dim
him
rim
skim
slim
swim
trim
whim

-in
in
bin
din
fin
kin
pin
sin
tin
win
chin
shin
thin
grin
skin
spin
twin

-inch
inch
cinch
pinch
clinch

-ing
bing
ring
sing
wing
bring
fling
sling
sting
swing
thing

-ink
ink
pink
sink
wink
blink
slink
stink
think

-int
hint
mint
tint
flint

-ip
dip
hip
lip
nip
rip
sip
tip
zip
yip
chip
ship
whip
flip
slip
grip
trip
quip
skip
snip

-ish
dish
fish
wish
swish

-iss
hiss
kiss
miss
bliss

-ist
fist
list
mist
twist

-it
it
bit
fit
hit
kit
lit
pit
sit
wit
grit
mitt
quit
slit
skit
spit
twit

-itch
itch
ditch
pitch
witch
stitch
switch

-ive
give
live

-ix
fix
mix
six
twix

Word Patterns

Short o Sounds

-ob
cob
fob
gob
job
rob
mob
sob
blob
slob
snob

-ock
cock
dock
hock
lock
mock
pock
rock
sock
tock
clock
flock
crock
frock
shock
smock
stock

-od
cod
God
hod
nod
pod
rod
sod
clod
plod
shod

-og
bog
cog
dog
fog
hog
jog
log
clog
frog
smog

-oll
doll
loll
moll

-on
on
don
non
yon

-ond
bond
fond
pond

-ong
bong
gong
long
song
tong
ong
ong

-ot
cot
dot
got
hot
not
pot
rot
blot
clot
plot
slot
shot
spot
trot

-ox
ox
box
fox

Word Patterns

Short u Sounds

-ub cub dub hub nub pub rub sub tub club grub stub	-uck buck duck luck muck puck suck tuck chuck shuck cluck pluck stuck	-ud bud cud mud stud thud	-uff buff cuff huff muff puff bluff gruff stuff	-ug bug dug hug jug lug mug pug rug tug chug thug plug slug smug	-ull cull dull gull hull lull mull null skull	-um bum gum hum mum rum sum glum slum drum scum chum
-ump bump dump hump jump lump pump clump plump slump stump thump	-un bun fun gun nun pun run sun shun spun stun	-unch bunch lunch punch brunch crunch	-ung dung hung lung rung sung clung flung stung swung	-unk bunk dunk hunk junk sunk chunk drunk flunk skunk	-up up cup pup sup	-us us bus plus thus
-ush gush hush lush mush rush blush flush plush slush brush crush shush	-usk dusk husk tusk	-ust bust dust just lust must rust crust	-ut but cut gut hut jut nut put rut shut	-uzz buzz fuzz		

Word Patterns

Long a Sounds

-ace pace lace mace pace race brace place space	-ade fade jade lade made wade blade glade grade trade shade spade	-age age cage page rage sage wage stage	-aid aid laid maid paid raid braid	-ail ail bail fail hail jail mail nail pail rail sail tail vail wail frail quail snail trail	-aim aim maim	-ain gain main pain rain vain brain drain grain chain plain slain stain
-aint faint paint saint quaint	-ait bait gait wait trait	-ale ale dale gale hale kale male pale sale tale vale scale shale stale whale	-ame came dame fame game lame name same tame blame flame frame shame	-ane cane lane mane pane sane vane wane crane	-ape ape cape gape nape rape tape drape grape shape	-ase base case vase
-aste baste haste paste taste waste chaste	-ate ate date fate gate hate late mate rate sate crate grate plate skate slate state	-ave cave gave nave pave rave save wave brave crave grave shave slave	-ay bay day gay hay jay lay may nay pay ray say way clay play fray gray tray stay sway	-aze daze faze gaze haze maze raze blaze glaze graze	-eigh eight sleigh weigh	

Word Patterns

Long e Sounds

-e be he me we she	-ea pea sea tea flea plea	-each each beach peach reach teach bleach	-ead bead lead read plead	-eak beak leak peak weak bleak freak speak	-eal deal heal meal peal real seal veal zeal steal	-eam beam ream seam team cream dream gleam
-ean bean dean lean mean wean clean glean	-eap heap leap reap cheap	-east east beast feast least	-eat eat beat feat heat meat neat peat seat cheat cleat pleat treat wheat	-eech beech leech	-eed deed feed heed need seed weed bleed breed creed freed greed speed steed tweed	-ee bee fee see tee wee free tree glee thee three
-eef beef reef	-eek leek meek peek reck seek week cheek creek sleek	-eel eel feel heel keel peel reel	-eep beep deep jeep keep peep seep weep creep sheep sleep steep sweep	-eem deem seem teem	-een keen seen teen green queen sheen	-eet beet feet meet fleet greet sheet sleet sweet tweel
-ief brief chief grief thief	-y carry marry bunny funny sunny					

Word Patterns

Long i Sounds



mice
nice
rice
vice
slice
spice
twice

-ide
bide
hide
ride
side
tide
wide
bride
glide
slide

-ie
die
lie
pie
tie
vie

-ife
life
rife
wife

-igh
high
nigh
sigh
thigh

-ight
fight
light
might
night
right
sight
tight
bright
fright
flight
plight
slight

-ike
bike
dike
hike
like
mike
pike
spike

-ild
mild
wild
child

-ile
file
mile
pile
rile
tile
vile
smile
while

-ime
dime
lime
time
chime
crime
grime
slime

-ind
bind
find
hind
kind
mind
rind
wind
blind
grind

-ine
dine
fine
line
mine
nine
pine
tine
vine
shine
spine
swine
thine
twine
whine

-ipe
pipe
ripe
wipe
gripe
swipe

-ire
ire
dire
fire
hire
mire
sire
tire
wire



-ise
rise
wise

-ite
bite
kite
mite
site
quite
spite
white

-ive
dive
five
hive
live
chive
drive

-y
by
my
cry
dry
fly
ply
fry
shy
sky
sly
spy
sty
thy
try

-ye
dye
eye
lye
rye

Word Patterns

Long o Sounds

-o go no so	-oach coach poach roach	-oad goad load road toad	-oal coal goal	-oam foam loam roam	-oan loan moan roan groan	-oast boast coast roast toast
-oat oat boat coat goat moat bloat float gloat	-obe lobe robe globe	-ode ode bode code mode rode	-oe doe foe hoe toe woe	-oke coke joke poke woke yoke bloke choke smoke spoke	-old old bold cold gold hold mold sold told	-ole dole hole mole pole role stole
-olt bolt colt dolt jolt volt	-ome dome home Nome	-one bone cone lone pone tone zone shone stone	-ope cope dope hope mope rope scope slope	-ose hose nose pose rose chose those close	-ost host most post	-ote note rote tote vote quote
-ove cove dove rove wove	-ow bow low mow row sow tow blow flow glow slow crow grow show snow					

Long u Sounds

-ew few hew blew flew slew chew crew drew grew stew	-ule mule yule	-use use fuse muse	-ute cute mute flute
---	----------------------	-----------------------------	-------------------------------

Other Sounds in Word Patterns

-all all fall gall hall mall tall wall small stall	-alk talk walk chalk stalk	-ar bar car far jar par tar scar star	-arch march parch starch	-arge barge large charge	-ark bark dark hark lark mark park shark spark stark	-arm farm harm charm
-arn barn darn yarn	-arp carp harp sharp	-arsh harsh marsh	-aught caught naught taught	-aul haul maul	-aunch haunch launch paunch staunch	-aunt gaunt haunt jaunt taunt vaunt
-ause cause pause clause	-aw caw jaw law maw raw saw chaw claw flaw draw	-awl awl bawl brawl crawl shawl	-en brighten dampen darken freshen hasten lengthen shorten silken	-er either fatter matter poorer richer scatter	-ern fern stern	-ew dew Jew new brew crew drew grew chew flew slew stew
-ird bird gird third	-irl girl swirl twirl whirl	-irt dirt shirt skirt squirt	-oard board hoard	-oice voice choice	-oil oil boil coil foil soil toil broil spoil	-oin coin loin
-oint joint point	-oise noise poise	-oist foist hoist joist moist	-oo boo coo moo too zoo shoo	-ood food mood brood	-ook book cook hook look nook took brook crook shook	-ool cool fool pool drool spool stool

Other Sounds in Word Patterns

-oom boom doom loom room zoom gloom groom	-oon boon coon goon loon moon noon soon spoon swoon	-oop coop hoop loop droop troop scoop stoop swoop	-oost boost roost	-oot boot hoot loot root toot scoot shoot	-ooth booth tooth	-or or for nor
-ord cord ford lord	-ore ore wore chore score swore	-ork cork fork pork York stork	-orm form norm storm	-orn born corn horn morn torn worn	-ort fort sort tort	-orth forth north
-ouch ouch couch pouch vouch	-ought ought bought fought sought brought thought	-ould could would should	-ound bound found hound mound pound round sound wound ground	-our four pour	-ouse house louse mouse	-out out bout gout pout shout spout stout trout
-outh mouth south	-ow bow cow how now vow wow plow	-owl owl cowl fowl howl jowl yowl	-own down gown town brown crown clown frown	-sion decision division occasion collision television	-tion action motion nation mention fraction attention	-ude dude nude rude crude
-ue rue sue blue clue glue true	-uke duke Luke	-ull bull full pull	-une dune June tune	-ush bush push	-ute lute flute	

HOW TO MAKE SPEECH SOUNDS

There are four stages in the articulation of a speech sound: (1) get the lips into position; (2) produce the sound; (3) stop the sound; and (4) relax position.

The sounds are presented in the order in which they appear in The Laubach Way to Reading Skill Books. (² = second sound for a spelling.

Example: thank th¹, mother th².)

Vocalization (Voc.) code: v = voiced; un = unvoiced
c = continuant; s = stop; n = nasal

<u>Primary Spelling</u>	<u>Secondary Spellings</u>	<u>Used as in</u>	<u>Voc. Code</u>	<u>Articulatory Position</u>
b	-	bird	v s	Stop air with lips together; open with small puff of breath. Voiced equivalent of /p/.
c	ck	cup	un s	Tongue tip down, back of tongue touching lower teeth. Stop air with hump or arch of the tongue and emit breath from back of throat. Unvoiced equivalent of /g/.
d	-	dish	v s	Lips and teeth slightly parted. Stop air with tongue tip touching roof of mouth just behind upper teeth. See lower surface of tongue. Tongue is dropped as breath is expelled. Voiced equivalent of /t/.
f	ph gh	fish	un c	Lower lip touching upper teeth lightly. Breath sound -- a continuant. Unvoiced equivalent of /v/.
g	-	girl	v s	Tongue tip down, touching back of lower teeth. Stop air with hump or arch of the tongue and emit breath from back of throat. Voiced equivalent of /k/ or /c/ above.
h	-	hand	un c	Has no position of its own. Position the tongue for the vowel following it and give breath sound. A continuant.

<u>Primary Spelling</u>	<u>Secondary Spellings</u>	<u>Used as in</u>	<u>Voc. Code</u>	<u>Articulatory Position</u>
j	g (e) (i) (y)	jumping	v	A combination of /d/ and /zh/. Lips forward. Start with tongue tip up; lower as breath is expelled. Voiced equivalent of /ch/.
k	c, ck, ch	kicking	un s	Tongue tip down touching back of lower teeth. Stop air with hump or arch of tongue and emit breath from back of throat. Unvoiced equivalent of /g/. Same as /c/ above.
l	-	leg	v c	Tongue tip touches just behind the upper teeth. Air comes out along the side(s) of the tongue.
m	-	man	v n c	Lips together. It is made with the same lip position as /b/ and /p/, but /b/ and /p/ are stopped sounds. A continuant. A nasal.
n	kn	neck	v n c	Lips and teeth slightly parted. Tongue tip up touching roof of mouth just behind upper teeth. Lower surface of tongue shows. It touches the gum ridge with the tongue position like /t/ and /d/ but /t/ and /d/ are stopped sounds. A continuant. A nasal.
p	-	pan	un s	Stop air with lips together; open with big puff of breath. Unvoiced equivalent of /b/.
r	wr	river	v c	Tongue tip down. Lips forward and almost squared. Round lips before voicing. A continuant.
s	c (e) (i) (y)	snake	un c	Teeth close but not touching. Tongue tip down. A continuant. Breath sound. Unvoiced equivalent of /z/.
t	-	tent	un s	Lips and teeth slightly parted. Stop air with tongue tip up touching roof of mouth just behind upper teeth. Lower surface of tongue shows. Tongue is dropped as breath is expelled. Unvoiced equivalent of /d/.

<u>Primary Spelling</u>	<u>Secondary Spellings</u>	<u>Used as in</u>	<u>Voc. Code</u>	<u>Articulatory Position</u>
v	-	valley	v c	Lower lip touching upper teeth lightly. A continuant. Voiced equivalent of /f/.
w	-	woman	v c	Lips forward and rounded, with "one-finger" opening. As /oo/. A continuant.
y	-	yells	v c	Lips drawn back, teeth close together. As /ee/. A continuant.
z	s	zipper	v c	Teeth close but not touching. Tongue tip down. A continuant. Voiced equivalent of /s/.
a	-	apple	v c	Wide jaw opening. Tongue down. A continuant.
e	ea ²	egg Ed head	v c	Lips and teeth slightly closer together than for /ā/. For better use with students, compare only to sound already learned -- not long vowels.
i	y	in city	v c	Lips and teeth slightly closer together than for /ɪ/. When you say the word city alone, the <u>y</u> sounds like /ɛ/; in a sentence the <u>y</u> usually sounds like /i/.
o	-	olive	v c	Wide jaw opening. Prolong the sound. A continuant.
u	-	up	v c	Medium jaw opening. Relaxed lips. Prolong slightly. A continuant.
x	-	box	un	Teach as /ks/.
qu	-	quarter	un	Teach as /kw/. Lips rounded like /oo/ ² .
th ¹	-	thanks	un c	Tongue touches both upper and lower teeth. A continuant breath sound. Unvoiced of /th ² / below. A consonant digraph.

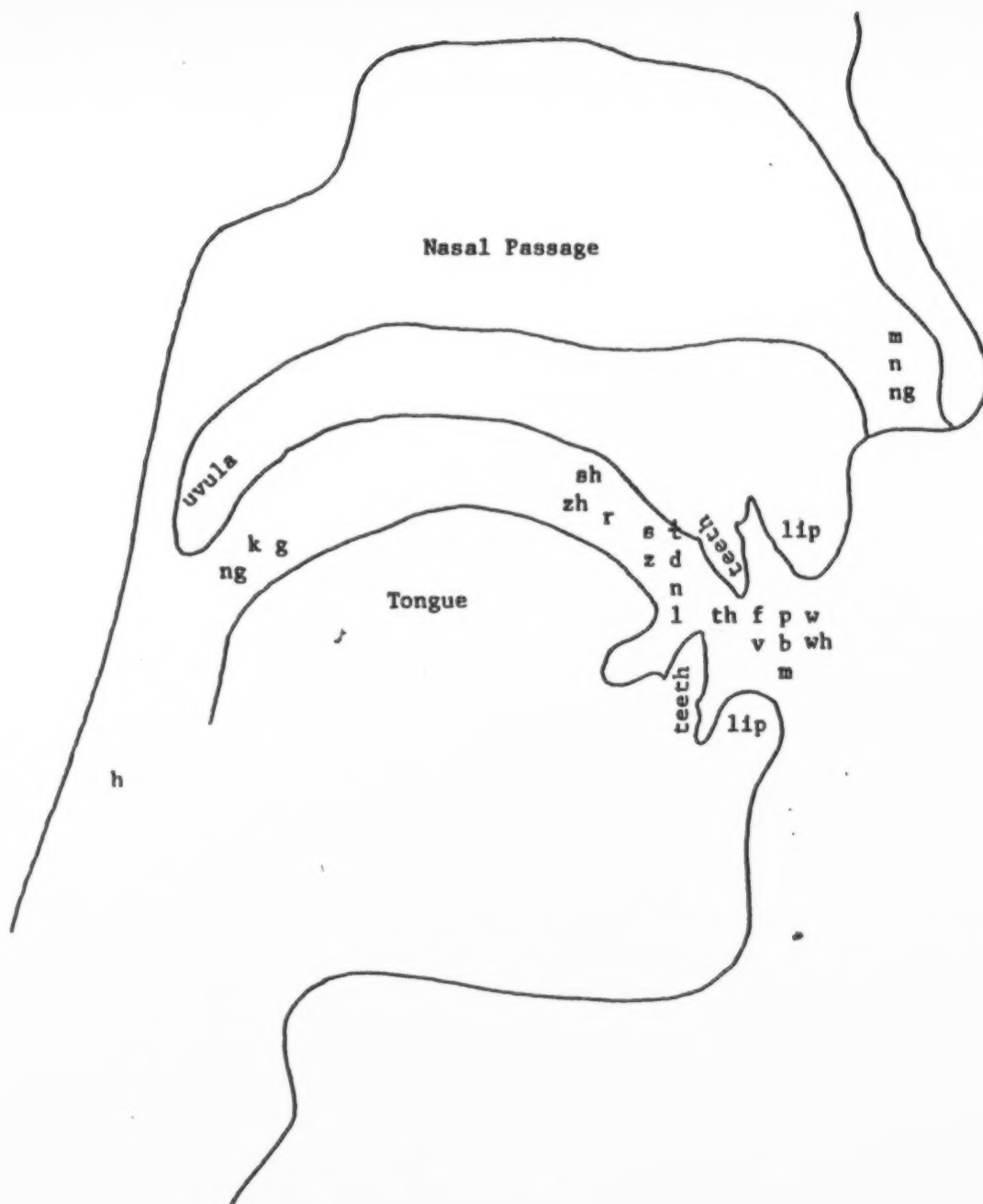
<u>Primary Spelling</u>	<u>Secondary Spellings</u>	<u>Used As in</u>	<u>Voc. Code</u>	<u>Articulatory Position</u>
sh	ch	shop	un c	Lips forward and squared. Teeth close but not touching. Tongue down. Tongue has wider groove than in /s/ sound. Continuant breath sound. Unvoiced equivalent of /zh/ (leisure). A consonant digraph.
ch	tch	children	un	A combination of /t/ and /sh/. Lips forward. Start with tongue tip up; lower as breath is expelled. Unvoiced equivalent of /j/. A consonant digraph.
wh	-	whistle	un c	Teach as /hw/. A continuant and a consonant digraph.
th ²	-	mother the	v c	Voiced sound of /th ¹ / above. A continuant and a consonant digraph.
ar	-	car farmer	v c	Teach according to person's local pronunciation.
ur	er ir	curtains	v c	Tongue tip down. Lips forward, almost squared, more relaxed than for /r/.
ng	-	ring	v n c	Tongue tip down behind lower teeth. Hump or arch tongue. Nasal equivalent of /k/ or /g/. A continuant. A nasal. A consonant digraph.
a-e	ai ay	cake	v c	Do not teach as a diphthong. Teeth about a half inch apart. Hold twice as long as /e/. Tongue down.
i-e	igh y	five spy	v c	A diphthong combination of /o/ and /ee/. Jaw wide at start, then move to a narrow opening.
ee	ea ¹	three	v c	Lips drawn back, teeth close together. A continuant. Hold twice as long as /i/.
o-e	oa ow ²	nose	v c	Lips forward and rounded, with a "two-finger wide" opening. A continuant.

<u>Primary Spelling</u>	<u>Secondary Spellings</u>	<u>Used as in</u>	<u>Voc. code</u>	<u>Articulatory Position</u>
or	-	horn	v c	Lips forward with a "three-finger wide" opening.
oo ²	-	wood	v c	Lips forward, almost squared. A continuant. Tongue more lax than for /oo/.
oo ¹	-	room	v c	Lips forward and rounded, with a "one-finger" opening. Prolong the sound. A continuant. Tongue is more tense than /oo ² /.
aw	a, o au, al, all	law	v c	Lips forward, wide jaw opening. A "three-finger" opening. A continuant.
u-e	u, ew	rule pupil	v c	Teach as /ee/ plus /oo/. A diphthong. A continuant.
ou	ow ¹	mountain	v c	A diphthong. Combination of /o/ plus /oo ² /. Start with wide jaw opening, move lips forward with a small opening. A continuant.
oi	oy	oil	v c	A diphthong. Combination of /aw/ and /i/. Start with lips forward for /aw/, then draw back for /i/.
su	si	measure television	v c	/zh/. Same as /sh/, but voiced.

Notes: All vowel sounds are continuants. Diphthongs are continuant, however, only on the second sound.

Diphthong: two vowel sounds joined in one syllable to form one speech sound (oi, ou, I).

Digraph: a group of two successive letters whose phonetic value is a single sound (ch, sh, ng).



Laubach Literacy Action
Box 131, Syracuse, NY 13210

SPEECH PATTERNS

Language is a system of sounds people make with their vocal cords. These systematic sounds carry meaning. They communicate.

Within every language, there are many variations in pronunciation of words and how they are used. These variations may be particular to certain geographical areas or ethnic or social groups. Some of them are not unique to any special group but are used at sometime by most of the people.

Because people use language in so many different ways, tutors need to be aware of the many variant forms. Some of these may cause interference with learning to read English since the written form may differ greatly from the spoken forms.

Interference is the key word because mistakes made by the student may be based on this conflict between written and spoken English - THEY ARE NOT NECESSARILY READING ERRORS.

Students may not be able to hear certain sounds in some words, because their particular speech does not use these sounds in the same way as "standard" or written English.

A tutor's effectiveness will be increased by recognizing the difference between reading errors and interference caused by variations in the spoken language. Some examples are included in the chart below.

	"STANDARD" or WRITTEN	EXAMPLES OF SPOKEN VARIATIONS
<u>OMITTED SOUNDS</u>		
final consonants	hold, rift, past, desk, test	hol, rif, pas, des, tes
plural endings	desks, tests	desses, tesses
endings	going, walked, talked, hopes	goin, walk, talk, hope
r's	door, floor, store, four, park, cartoon	daw, flaw, staw, faw, pock; cawtoon
l's	tool, pail	too, pay
3rd person singular verb	He <u>walks</u> the dog every day. He <u>goes</u> to work on the bus.	He <u>walk</u> the dog every day. He <u>go</u> to work on the bus.
<u>SUBSTITUTION</u>		
th	this, that, those, the, thanks with, mouth, path, birthday mother father	dis. dat, dose, da tanks wif, mouf, paf, birfday mover, mudder, mutter faver, fadder
vowels	sit, house, pretty, first, creek, pillow	set, hoose, purdy, foist crick, piller

	STANDARD" or WRITTEN	EXAMPLES OF SPOKEN VARIATIONS
their	They left their books.	They left they books.
those	Give me those books.	Give me them books.
ADDITIONS irregular plurals	children, men, women, feet	childrens, mens, womans, feets
[s]	They walk the dog. I walk every day. We walk to work.	They walks the dog. I walks every day. We walks to work.
individual word differences	credit, ask, children, whip, you	credick, ax, ast, chilerun, whup, y'all or youz
PAST TENSE AND PAST PARTICIPLES	My father took a bus. He went to the store. My father has taken a bus. He has gone to the store. He threw the ball. You have thrown the ball. We knew it would happen. We have known all the time.	My father taken a bus. He gone to the store. My father have took a bus. He have went to the store. He throwed the ball. You have throwed the ball. We knowed it would happen. We have knowed all the time.
"TO BE"	He is going. Mary is cooking He is busy. (right now) He is here. (right now) He is busy. (continually) He is here. (continually) They're busy. I was you were he, she, it was we were you were they were I have been here. The meals have been cooked. We will have been gone.	He going. Mary cooking. He be busy. He be here. He bes busy. He bes here. They busy. They's busy. I was you was he, she, it was we was you was they was I been here. The meals been cooked. We be done been gone.
DONE	I have walked to work. I have gone to school.	I done walked to work. I done gone to school.
BLENDS	It could have been. I don't know. Come here. What did he say? Give me a book.	It coodabin. Iowno. Commere. Wadeesay? Gimme a book.

	"STANDARD" or WRITTEN	EXAMPLES OF SPOKEN VARIATIONS
DOUBLE NEGATIVE	I don't have a pencil. None-of the guys have a pencil.	I don't have no pencil. None of them guys don't have no pencil.
DIFFERENT WAYS OF SAYING THE SAME THING	soda, pop, soft drink he died, he passed on, he left us get the bus, catch the bus	

We should never "put-down" or try to change a student's way of speaking. Our emphasis should always be on reading and writing. However, we should explain to the student how the written and spoken forms of English often differ. Describe situations in which we might hear or want to use a spoken form that is close to the written or "standard" form: newscasters, government officials, classroom teachers, job interview situations, etc. Try to always be a model of "standard" English during your tutoring sessions. If the student sees an advantage to acquiring "standard" English as another way of speaking, he will do so.

Remember, however, that his own style of speaking is still acceptable and should not be replaced by "standard" English. Rather, he will need both - one for use in informal relationships and with his peers and the other for social, economic, and educational achievement.

Lessons to teach standard English should follow certain steps:

1. Select one sound or grammatical item to work on (such as /th/).
2. Help the student to hear the sound or recognize the grammatical structure.
3. Help the student to reproduce the "standard" item (this).
4. Help the student to hear or recognize the difference between the "standard item" and the spoken equivalent (this, dis).
5. Read a list of words which include the item or sound to be worked on (/th/) and the item or sound substituted in the student's speech (/d/). Ask the student to select the words that have the sound to be worked on (/th/).

(Select the word(s) that begin(s) with the sound represented in writing by the letters th: than, Dan, dish, this, those.)

6. Put these words (and others like them that the student has learned to read) on flashcards for practice and review.
7. Role playing (example: a job interview) can help the student practice the use of the "standard" item in his speech. It presents a situation where the pupil is less self-conscious and teaches him the kinds of situations in which "standard" English is appropriate.

"DUET" READING
(also called Neurological Impress Method)

- PURPOSE: To increase the student's fluency of reading and vocabulary by reading aloud with the tutor. To help the student read faster, with more confidence, and to begin to discover that reading is fun.
- TO BE USED WITH: Students who have some reading ability but who are reading hesitantly, word for word, or with no expression.
- IT WORKS! A California study showed an average gain of 2.2 grade levels among students with severe reading handicaps who had received $7\frac{1}{2}$ hours of instruction in this method over a 6-week period. The method has also been used with students who have a stuttering problem.

Description of Method

- CHOOSE SOMETHING THAT'S A LITTLE "TOO HARD" FOR THE STUDENT Help the student select something to read that is about 2-3 grade levels above the student's reading ability. The material should be on a topic of interest to the student. The material may be a book, a magazine or newspaper article, a pamphlet or a brochure.
- BEGIN READING TOGETHER: The tutor and student begin to read the book aloud together. The tutor reads at a normal speed, trying to use expression and following punctuation. The student reads along, trying to keep up with the tutor.
- USE YOUR FINGER: The tutor must move his/her finger beneath the lines being read. This helps the student keep up, and acquire practice in reading from left to right, and in bringing his eye back to the beginning of each new line without losing his place.
- KEEP GOING: The tutor should continue to read at a normal rate even if the student hesitates over a word or falls slightly behind. After a few sessions using this method, it will become easier for the student to keep up. It will be a challenge, and he will begin to look ahead at coming words to keep from falling behind.
- If the student stops completely, the tutor should also stop, give both a chance to rest, offer the student encouragement and begin again. Try spending at least ten minutes at the end of each tutoring session using this method.

NO QUESTIONS:

Do not stop to explain the meaning of a word unless the student requests it. Do not ask any questions to see if the student understood the story. The material is to be used ONLY as an oral reading exercise.

IS THE BOOK TOO
HARD OR TOO EASY?

If the student keeps up with little effort, the tutor should use more difficult material so that it will be a challenge. If the student has a great deal of difficulty in keeping up, recognizes few words, and is becoming very frustrated, the tutor should use easier material.

KEEP IN MIND:

Do not ask the student to read aloud from the material by himself. Since it is above his reading level, it may be a frustrating experience.

Occasionally the tutor may wish to spend a few minutes reading aloud to the student. This should be from material of interest to the student; it can be several levels above his reading level.

It will help motivate the student to improve his own reading in order to be able to read and enjoy similar material on his own.

Many students with reading problems were never read to as children, so this can be a valuable experience in helping them in several ways. It can motivate them to practice reading on their own. It can introduce stories that parents can orally tell their children.

ACRONYM IDENTIFICATION AND DISSEMINATION

- ABE - Adult Basic Education--Programs funded under the Adult Education Act, including Adult Basic Education, Adult Secondary Education, and English as a Second Language (ESL) for out-of-school youth and adults 16 years of age and older.
- ABE - Adult Basic Education--Basic skills education through the eighth grade for out of school youth and adults 16 years of age and older.
- GED - General Education Development--The prevalent Adult Secondary program which stresses the skills necessary to pass the high school equivalency examination. Successful examinees receive the Kansas State High School Equivalency Diploma.
- ESL - English-As-A-Second Language--Under the Adult Education Act refers to programs with the aim of teaching competence in English to adult immigrants and/or refugees; programs may or may not include bilingual instruction.
- KAEA - Kansas Adult Education Association--the principal organization lobby on behalf of ABE in Kansas.

MARIANBAD SERVICE ORGANIZATIONS

Marianbad County Community College 400 Campus Dr. Marianbad, Kansas, 67000 312-2811	Marianbad County Job Service Center 108 N. Central Marianbad, Kansas, 67000 312-4812
Marianbad County Mental Health Center Rt. 6 Marianbad, Kansas, 67000 312-0000	Marianbad County Welfare Agency 415 W. Locust Marianbad, Kansas, 67000 312-4800
Marianbad Business College 111 E. Fordice Marianbad, Kansas, 67000 312-TYPE	Marianbad Council on Aging 525 N. Atchison Marianbad, Kansas, 67000 312-2828
Marianbad Indo-Chinese Center One Ford St. Marianbad, Kansas, 67000 312-1114	Marianbad Meals-On-Wheels Marianbad County Hospital Marianbad, Kansas, 67000 312-6448
Marianbad Vocational and Technical School 3980 W. Meridian Marianbad, Kansas, 67000	

ALSO RECOMMENDED FOR INCLUSION IN THE TUTOR HANDBOOK:

file folders
scratch paper
pencils
enrollment forms
staff list of addresses and phone #'s (include
volunteers--"non-paid professionals")
faculty handbook
organizational chart of ABE state system
KAEA membership form--more members means more support
for Kansas ABE!